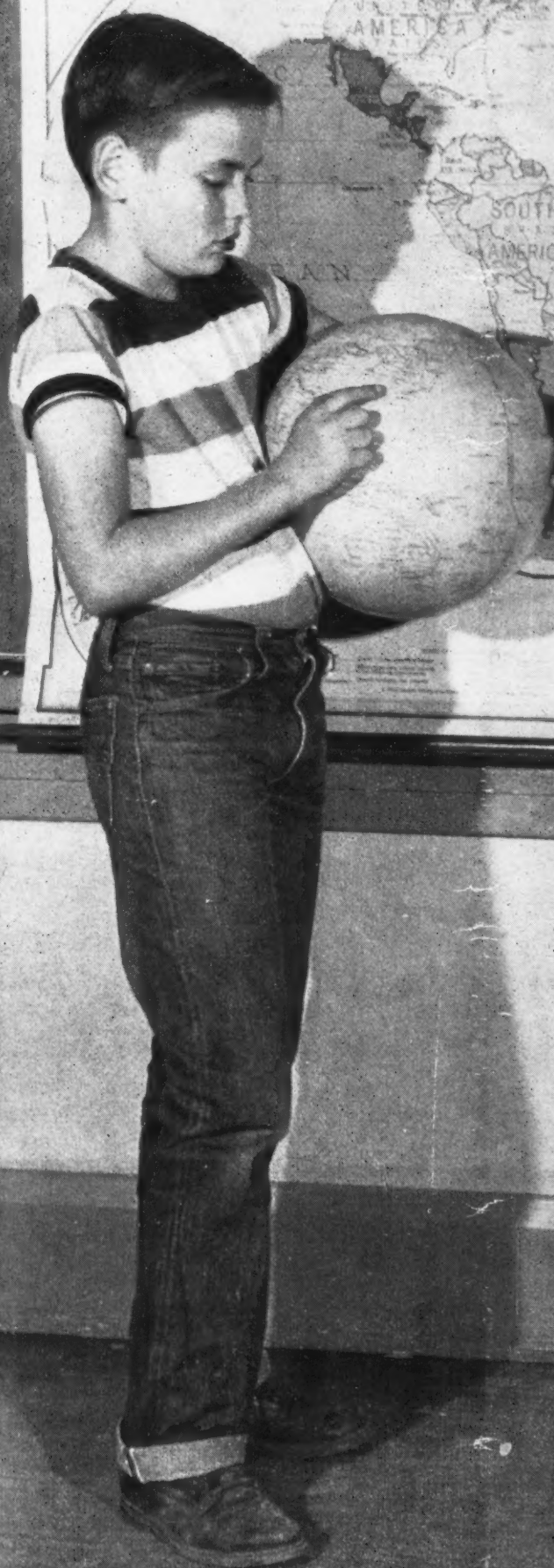




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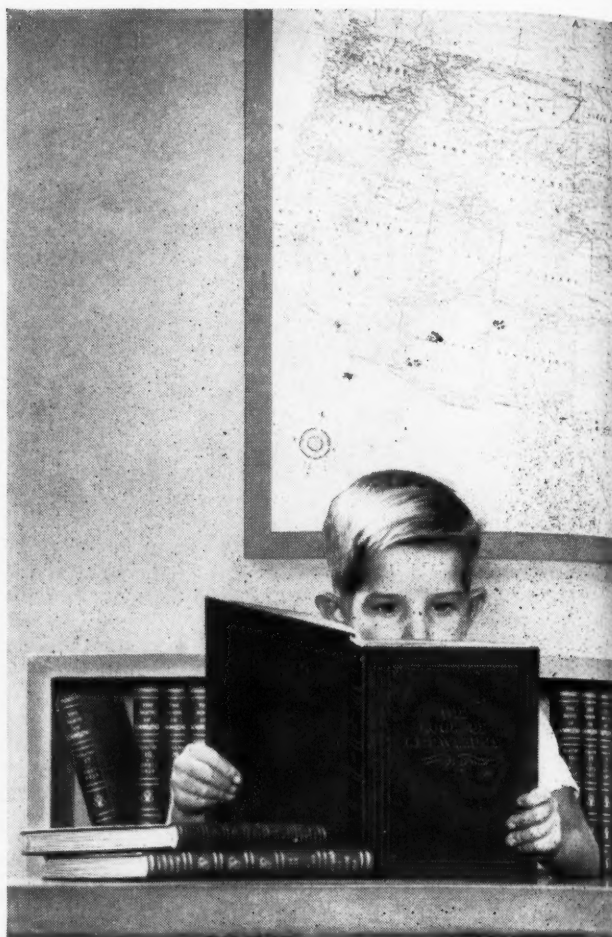
# CTA *Journal*

April 1954

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Our cover this month, illustrating the use of these indispensable props in the classroom, is the third in a series entitled "Let's Take A Look," produced by the staff of Huntington Beach elementary school. Photographs were made by John Robbins and Clarence Mason.

### CALIFORNIA TEACHERS ASSOCIATION

Robert C. Gillingham, President  
Arthur F. Corey, Executive Secretary  
J. Wilson McKenney, Editor

Editorial and business offices:

CTA Building  
693 Sutter St., San Francisco 2  
Phone PRospect 6-4110

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Policy Expires _____	Now Insured by _____	Year _____	Date _____	Purch _____
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# VAUGHAN MacCAUGHEY

1887—1954

VAUGHAN MacCAUGHEY made a significant contribution to the pioneer development of the California Teachers Association. He was Editor of the Sierra Educational News and the Journal of the California Teachers Association from 1923 to 1952. For twenty of these years he stood staunchly beside Roy W. Cloud through the many battles which gave character and status to the organized teaching profession in California. During the first five years of my incumbency as State Executive Secretary, he was my friendly critic and wise counselor.

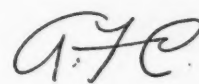
Vaughan MacCaughey was a good member of his profession and a good citizen. For many years he was an active leader in the Boy Scouts of America and the Young Men's Christian Association. Throughout his adult life he was a consistent participant in the program of his church and was a faithful member of the Masonic Lodge.

Vaughan MacCaughey was a father who earned the right to be proud of his family. His six children, nineteen grandchildren, and one great-grandchild are a group which impresses one with the fact that intelligent, responsible parenthood is a truly significant achievement.

Vaughan MacCaughey was a scholar. He had a scientific mind. He read prodigiously and was a student of Latin, Greek and Sanskrit. He was an eminent Biologist and Naturalist before he started his career in school administration and educational journalism. His memory was a storehouse of authentic information in history, science and literature.

Vaughan MacCaughey appreciated and loved natural beauty. He believed with Ovid that man possessed an upright countenance so that he might look to the heavens and face the stars. Being deeply religious, he saw God revealed in beautiful trees, colorful flowers, billowing clouds and towering mountains. He needed no map to guide him on the hundreds of miles of Sierra trail which he so often trod. His Scotch nature abhorred waste and this quality, combined with his love and reverence of nature, made him a stubborn and effective conservationist.

Vaughan MacCaughey, in his personality and character, was an eloquent definition of integrity and human dignity. He was literally a Christian gentleman. He exemplified the charity and selflessness of the real Christian and the innate courtesy and thoughtfulness of the true gentleman. His life, as he lived it, renews one's faith in the sacred possibilities of human personality and makes us thankful that God occasionally gives us a glimpse of his own image in a noble man.



## CTA Commended for Its New Youth Program

Commendation of the California Teachers Association has appeared in numerous newspapers of the state since the organization of the new CTA Committee on Youth Activities and Welfare.

An editorial which appeared March 23 in the Los Angeles Times says in part: "The move by the CTA to develop activity and guidance programs for children outside of schools hours is a constructive and intelligent step toward meeting the problem of juvenile delinquency."

The Times editorial followed publication of a long article by Chester G. Hanson, veteran Sacramento reporter, about the committee's first meeting on March 20 at San Francisco. He quotes Executive Secretary Arthur Corey as saying: "This is the first real move on a state-wide basis to encourage public school teachers to lend their talents and energies toward helping work out the youth problem."

Mrs. Ruby Cruickshank, a teacher at Toland Way school and past president of the Los Angeles Elementary Teachers Club, is chairman of the committee.

Walter Maxwell, San Francisco, will be staff consultant to the 19-member committee.



## TO TELL THE STORY OF THE SCHOOLS . . .

Chief Justice Earl Warren of the U.S. Supreme Court, former governor of California, sent his congratulations to the sponsors of Public Schools Week, set this year for April 26 to May 1.

"I congratulate the committee in charge of Public Schools Week this year," the Justice said. "It is an impor-

tant week and every citizen of our state would do well to participate, at least to the extent of visiting a public school during that period.

"There is no instrumentality of the community that so clearly represents our hopes and our opportunities."

As the March edition of CTA Journal was going to press, Freedom Foundation announced that it had presented its first place general award to George D. Gavin, state chairman of the Public Schools Week Committee. On page seven of that edition had appeared Mr. Gavin's picture and an account of the 34-year sponsorship of the Grand Lodge of Masons of California. The award included a presentation of \$1000 to the committee.

California Teachers Association is giving vigorous support to the annual observance. To school superintendents and presidents of local teacher clubs have gone CTA materials, including a guide to public relations techniques, a sample mayor's proclamation, suggested resolutions of endorsement, and suggested copy for newspaper and radio stations. W. Harold Kingsley, acting director of Field Service, is handling the campaign preparations for CTA.

The illustration above is one of four created by Charles Hansen of the Journal staff to be used for TV spot announcements on California stations.



Observance of Public Schools Week April 26 to May 1 will highlight many community displays intended to stimulate interest in the schools. The lighted store window shown above was used in a San Anselmo department store last year. On the floor is a set of McGuffey Readers. Props were supplied by George McConnell, assistant superintendent of San Anselmo school district.





SIXTH GRADE PUPILS at Golden Hill School, Fullerton, pose for "cast" picture after mock TV program presented at P-TA meeting. They are framed by TV "screens" built and decorated by the class. Lad in center of left "screen" wears papier mache

mask of Washington. Lad in center of right frame, with top hat, is "Lincoln." Window shade maps, back out, were used for "curtains" between scenes.

## HISTORY COMES ALIVE

By Paul McCalib

WHAT kind of a day was it? It was a day like any other, full of events that alter and illuminate our times, and . . . 'You Are There!'

Mrs. Dorothy McCalib's Sixth Grade at Golden Hill School, Fullerton, remembered this catch-phrase from a well-known Sunday evening TV feature, as they discussed how, in their classroom, they could honor the birthdays of Lincoln and Washington. Some weeks before, the TV program had presented a story about Washington.

"That's it!" they said. "We'll make up a television show about Washington and Lincoln!"

With the enthusiasm of youngsters who have an idea, they set to work, encouraged by their teacher. Several of them would write scripts patterned after the TV program. The class would choose the best, with the aid of the teacher.

Consulting the encyclopedia and history books, one boy came up with the best short scripts, in the opinion of the class. He chose to recount the story of Lincoln's Gettysburg Address and of Washington's near-resignation at Valley Forge.

### Committees Selected

The class elected committee chairmen: an art committee, a costume committee, a stage committee, a direc-

tor, and a producer. They cast the play themselves, after careful auditions.

To the library went the chairman of the art committee, which was to paint background scenes for the TV "screens." She brought back to class books with pictures of authentic costumes of Washington's and Lincoln's times. The costume committee consulted the books, too. Not all the actors would be costumed, but Lincoln, Washington, Martha Washington, and a few other principals would be.

Elected head of the stage committee was a lad whose father headed a lumber company—a shrewd choice. Helping him was another lad whose father operated a radio and television store—a source of good advice about microphones and sound devices. Enlisting the aid of parents, who gave time enthusiastically, these boys constructed two substantial wooden frames, which were to be TV "screens." Later, the art committee, on butcher's paper, painted the front of the Golden Hill TV sets, with adjusting knobs, etc., and the background scenes.

### Adult Showing, Too

The whole class was soon involved, either in research or in preparation of the physical settings for the "You Are There" show. The head of the P-TA learned of the project and invited the class to stage the program at the Febru-

ary P-TA meeting. This added zest to the children's preparations.

For added "atmosphere," the two principals, "Lincoln" and "Washington," made papier mache masks of the great presidents, which would hang above the screens.

When the great day came, everyone was highly excited. A dress rehearsal was held. "Lincoln" had learned his famous address to a "T," and delivered it beautifully. (His little sister, in the second grade, approached the sixth grade teacher and told her that, from her brother's recitation, she, too, knew the address.)

The children all knew, by now, the circumstances which prompted Lincoln's address at Gettysburg. They knew the events which surrounded Washington's decision to resign as commander-in-chief of the Continental Army, in favor of a more popular general, Gates.

That evening, when the two TV programs were given, a crowded roomful of parents listened attentively and approvingly. They applauded generously the project that had taught their kids so much of two important crises in American history. Their enthusiasm was even greater for a project that had so well taught their children the value of working together for a desirable common goal—the American Way.

# CALENDAR of coming events

**April 8**—CTA State Board of Directors; regular meeting, Asilomar.

**April 8**—CTA Ethics Commission, Asilomar.

**April 8**—CTA-NEA Relations Commission, Asilomar.

**April 9**—CTA Southern Section; board of directors, Asilomar.

**April 9-10**—CTA State Council Meeting, Asilomar.

**April 9-10**—Western College Association; spring meeting, Los Angeles.

**April 9-11**—California Home Economics Association; executive council, Glendale.

**April 10**—CTA State Board of Directors; regular meeting, Asilomar.

**April 10-13**—California Association for Health, Physical Education and Recreation; annual state conference, San Jose.

**April 11-13**—California Business Education Association; annual state convention, Sacramento.

**April 11-14**—California Association of Secondary School Administrators; 35th annual conference, San Francisco.

**April 11-14**—California Elementary School Administrators Association; annual meeting, San Diego.

**April 13**—California Junior College Association; business meeting, San Francisco.

**April 13-16**—Annual Conference of Elementary School Principals and District Superintendents of Schools in cooperation with Annual Spring Conference of California Elementary School Administrators Association, San Diego.

**April 21-23**—California Congress of Parents and Teachers; annual state convention, San Francisco.

**April 21-24**—California Association of Public School Business Officials; annual convention, Santa Cruz.

**April 21-24**—National Council of Teachers of Mathematics; 32nd annual meeting, Cincinnati, Ohio.

**April 24**—CTA Central Coast Section; board of directors, Salinas.

**April 24**—California Scholarship Federation; southern region convention, University of Southern California, Los Angeles.

**April 24-25**—Delta Kappa Gamma, 18th annual convention, Pasadena.

**April 26-May 1**—Public Schools Week.

**April 30-May 2**—California Association of Women Deans and Vice Principals; central regional conference, Yosemite.

**May 1**—CTA State Finance Committee, CTA Building.

**May 1**—CTA Central Section; advisory committee meeting, Fresno.

**May 5**—CTA Southern Section; council meeting, Los Angeles.

**May 7**—CTA Southern Section; board of directors meeting, Los Angeles.

**May 7**—CTA Central Coast Section; council meeting, Salinas.

**May 7**—CTA Central Coast Section; presidents' conference, Salinas.

**May 7-8**—California Elementary School Administrators Association; central review board, meeting of cooperative research project, San Francisco.

**May 8**—CTA Northern Section; council meeting, Chico.

**May 8**—California Scholarship Federation; northern regional convention, Sacramento.

**May 8**—CTA Central Coast Section; council meeting, Salinas.

**May 8**—Northern California Guidance Association; spring conference, Vallejo.

**May 14**—CTA Central Section; officers and committee chairmen, Fresno.

**May 15**—CTA Central Section; council meeting, Fresno.

**May 15**—CTA Southern Section; council meeting, Los Angeles.

**May 15**—CTA Classroom Teacher Department; central section meeting, Fresno.

**May 15**—California Scholarship Federation; central regional convention, Campbell.

## Parent Education and Family Life Studies Sponsored by CCPT

**S**CHOLARSHIPS for study in family life education and in parent education leadership training will be granted by the California Congress of Parents and Teachers in connection with two special Workshops which the Congress is co-sponsoring this summer. Funds in the amount of \$3700 are being made available through the Parent Education Extension Fund of the Congress.

The Family Life Education Workshop will be held on the campus of the College of the Pacific in Stockton June 22 through July 2 under the leadership of David and Frances Treat of the Clara Elizabeth Fund for Maternal Health of Flint, Michigan.

Fifteen tuition scholarships of \$30 each, and ten \$100 scholarships plus travel expense up to \$25 for those who come from any great distance from Stockton will be offered.

Co-sponsors for this Workshop will be the Clinical Services of the College of the Pacific, the Northern California-Nevada Council of Churches, and the California Congress of Parents and Teachers.

Requests for applications should be made immediately to the Dean of the Summer Sessions, Family Life Education Workshop, College of the Pacific, Stockton 4, California. April 22 is the final date for filing completed scholarship applications.

### Parent Education

The Parent Education Leadership Training Workshop will be held in connection with the 1954 Workshop in Adult Education at the Montecito School for Girls, Santa Barbara, July 22 through July 31. This Workshop will emphasize the application of group dynamics to parent education leadership. Scholarships are primarily for parent education leaders who will apply their Workshop experience to the training of lay leaders in their local communities. Enrollment will be limited to thirty lay and professional parent educators. Twenty scholarships of \$100 each are available from the California Congress. Requests for applications should be sent to the Bureau of Adult Education, California State Department of Education, Sacramento 14. Closing date for scholarship applications is May 1.



# What I'd like to know is

## Can He Bar Joining?

*Q. Although he has given no direct order forbidding teachers to join the California Teachers Association, our superintendent has made it very clear that he does not approve of CTA and has done everything possible to discourage membership. Is a teacher guilty of unprofessional conduct or insubordination if, fully realizing the administrator's views, he defies the superintendent by joining somewhat secretly?*

**Ans.** It seems that you have questioned the ethics of the wrong person. The Code of Ethics for California Teachers states that the professional teacher "is aware of the values of professional organization and works for their realization." In the applications of this principle, the Code states that the professional teacher "maintains active membership in professional organizations and works through them to attain objectives which will advance the status of the profession."

In light of these principles, it is the negative attitude of the administrator which clearly is unethical, and a teacher would be subject to criticism for submitting to such an unreasonable policy.

Source of this question indicates that the administrator is superintendent of a district which benefited liberally from the passage of Proposition 2, and from other CTA-sponsored school finance legislation. He didn't oppose these CTA activities. What he opposes is CTA insistence that some of this money be used to finance more nearly adequate salaries for teachers, and that local teacher associations should have a voice in determining what kind of a schedule will best provide such salaries.

The only professional way in which the superintendent can oppose the CTA policies he dislikes is as a member with one voice and one vote.

## Ten Years to Retire

*Q. I've heard that to be eligible for retirement one must have taught ten*

*consecutive years in California. Does this mean that if one went to another state and taught for one year that one would have to start over again to accumulate the ten years? What happens if one is ill for a year?*

**Ans.** You have been misinformed. To be eligible for benefits under the present California Teachers Retirement System you must have been a member of the system (actively teaching in California or on a type of leave where you receive partial salary from which retirement deductions are taken) for ten years, but these need not be consecutive years. Temporary absence from California or absence from active teaching for any other reason would not affect your status in the retirement system.

## Give Him the Facts

*Q. Our local newspaper carries a feature from Sacramento called "Affairs of State" by a Henry MacArthur. This column often contains half-truths or completely erroneous statements highly detrimental to public education and the teaching profession in California. What can we do to prevent this sort of false attack? Should we conduct a campaign to get people to cancel subscriptions until this column is dropped from our paper?*

**Ans.** It is true that the information given by Capitol News Service is often inaccurate and sometimes appears slanted against public education, but the approach you suggest would be highly questionable.

Any effort to develop pressures to force a local paper to drop the CNS would likely prove ineffective and cause more trouble than it could cure. The activities of one local group in this direction were interpreted as interference with freedom of the press, trying to force the paper to print only what teachers like.

So far as we can see, the only steps which local teachers can take—and should take—are to protest specific mis-

information by supplying the correct information each time such an offense is committed in the column.

## To Teach Abroad

*Q. I am interested in teaching abroad. Is there a central agency that handles information on exchanges of teachers? To whom should I write?*

**Ans.** For information on exchange teaching opportunities, you should write to the U. S. Department of Health, Education, and Welfare, Office of Education, Division of International Education, Washington 25, D. C. A pamphlet explaining requirements, opportunities, and procedures of application is available.

For jobs teaching in American elementary or secondary schools abroad, the agency which can provide information is the American Council on Education, American Schools Service, 1785 Massachusetts Avenue NW, Washington 6, D.C.

—Harry A. Fosdick

## CESAA CONVENTION

An expected 1500 elementary principals and education leaders will descend on San Diego for their annual state convention April 11-14. The theme of the CESAA meeting will be "Better Education Through Sound Administration."

Prominent educators will be speakers and section leaders. Thirty section meetings are planned in addition to the general assembly meetings. Various educational groups will have special luncheon and breakfast meetings during the convention.

## Three Californians in Print

California is represented by three authors in the April issue of the NEA Journal. Miriam S. Cox, teacher of English at Compton Senior High School, reports on an enthusiastic project—a poetry anthology—while Ted Gordon, instructor of sociology at East Los Angeles Junior College, quizzes Journal readers on their newspaper reading ability. Edwin H. Trethaway, supervisor for physical education and youth services of the Los Angeles City Schools, maintains that elementary schools should develop careful planning and organized play for recess and noon periods.

# LIGE and MY DAD

By Lee D. Fridell



*"We cannot give what we do not first possess"*

**T**WO men have had a great influence on my life. Both possess what I believe to be the prime characteristic of a good teacher, yet in many respects they are as different as day and night. The one man, my father, has had the benefit of graduate training, and has been successively a minister, professor, and mission executive, an author and listed in *Who's Who*.

The other man, whom so many love and know as Lige, never had the benefit of a completed grade school education. From the time he contracted tuberculosis as a youngster, he has spent his life in the out-of-doors as a lumberjack, mountain guide, forester and camp manager. His well tanned leathery skin would make my father's fair complexion seem all the whiter.

Should the two men engage in conversation, my father's well-tailored English would make Lige's slightly bent grammar seem all the more out of shape. On the other hand, should both men be confronted with a problem in mechanics or construction, Lige's self-acquired superior knowledge would put to shame my father, who in my memory has never held a hammer or saw in his hand.

Here are two men so different in many respects, yet both possessing what I believe to be the prime characteristic of a good teacher. What is this characteristic which has so ennobled the lives of these men? A more intimate introduction to them may suggest the answer.

Through the depression years my father was minister of a large downtown church in Seattle. During those nine years, people in trouble streamed in and out of his office. He became intimately acquainted with nearly every physical and spiritual torment it is possible to suffer. Many found in him a source of comfort and spiritual strength.

During his six years as professor in a graduate school, students, too, found him a wonderful counselor and the members of his own family looked to him continually to solve their problems. He is like a great rock. The waves may crash down upon it but the rock does not crumble. He is never flustered or agitated. When his schedule is the toughest he can lie down for a half hour and sleep soundly. One does not have to know him long to realize he possesses an inner strength which can withstand the fury of any storm.

Lige, though in many respects so different from my father, possesses that same inner strength. In his present job as a YMCA camp manager much of his time is spent fixing broken plumbing, building new cabins, digging trenches for new water pipes, and other rather humble tasks. In the course of the day's work his contacts with boys in camp are relatively few, certainly far less than those of the camp director, the cabin leaders, or even the cook for that matter. Yet anyone who has long been acquainted with the camp will tell you Lige has had far greater influence on the lives of more boys than any other camp personality.

## Strength in Silence

Occasionally he speaks in chapel. His talks are always long and rather disjointed, but the boys listen quietly out of respect if not with understanding, for they realize he is a man of deep spirit. In a group he usually sits quietly listening to the conversation of others while speaking little himself, yet though he is a man of few words, from the first moment of meeting you sense that here is in every respect a real man both in ruggedness of physique and in inner strength.



What important characteristic of the teacher do my father and Lige share in common? I could say their boundless faith in God and their strong belief in the power of prayer. But I have in mind another characteristic which even the less saintly of us might have hope of achieving.

When my father moved to New York to accept the position as mission executive, he had to dispose of his rather extensive personal library of over 4,000 volumes. There were books on many subjects, but by far the largest category was biography. My father is an avid reader. Daily through the printed page he fellowships with great people. He shares their great ideas.

#### A Resource in Books

One evening when the day's work was done, I took at random a book from Lige's library and sat down by the kerosene lantern to read. I was surprised to discover I could not even understand the thought of the first paragraph and was forced to give it up for simpler fare. Yet this was the mental nourishment upon which Lige fed. I began to see why this quiet man, doing his menial tasks, had such depth of character. For we become like the people and the ideas with whom we associate.

We are so concerned these days about vitamins and proteins and chlorophyll and all the other ingredients of a proper diet, yet how seemingly unconcerned we are about mental nourishment. When the daily paper, the popular magazine and television become our major source of mental nourishment, it is evident we are suffering from mental malnutrition. Such mental fare is not enough to sustain us when even living at best is rather tough going.

#### Mental Nourishment

A pitcher filled with water will always pour forth water. It will never pour orange juice. A mind filled only with the ideas of the daily paper, the popular magazine and television will pour forth only the ideas of the daily paper, the popular magazine and television. The teacher who enters the classroom fortified with such meager nourishment will in turn have only meager fare to set before his students. We cannot give what we do not first possess ourselves. We talk of the teacher's job as being one of character development, but the contribution to character development made by a mentally undernourished teacher is as sounding brass, or a tinkling cymbal.

## State Council to Meet at Asilomar

**T**WO hundred and forty-four members of the State Council of Education, together with their consultants, observers and staff, will meet in semi-annual session April 9 and 10 at Asilomar, famous conference grounds at Pacific Grove.

With President Robert Gillingham wielding the gavel, the general assembly will begin at 9:30 Friday morning, followed by committee meetings which will continue through the day.

Every member will take part in the work of one of the nine standing committees, two of which were newly cre-

ated term of Vera Hawkins, retired, since January.

One of California's two NEA directors will be elected to fill the office which will be held until July by Ole Lilleland of Pasadena. Mrs. Mary Jo Tregilgas, Compton, has been nominated by Southern Section.

#### Third Director to Come

A proposal to amend Section 14 of Article V of the CTA By-laws will come before the Council. At present CTA names two directors to the NEA board. Under NEA By-laws, a state is entitled to a third director when its NEA membership exceeds 40,000. The amendment referred unanimously by the CTA Board of Directors provides that the third director from California shall be named by the CTA board from among its members. The proposed amendment was printed on page 42 of the March CTA Journal. NEA membership in California stood at 30,773 on February 28 but was expected to top the 40,000 mark before the end of the year.

Presidents of the six Section Classroom Teacher Departments will meet at dinner at the Forest Hill Hotel, Pacific Grove, Thursday evening, April 8.



R. C. GILLINGHAM  
To preside at Council meeting

ated this year. Reports will be heard from chairmen when the Council meets as a whole Saturday. Decisions of the Council, based on recommendations of the committees and the three commissions, shape professional and Association policy.

#### Legislation Inactive

With the state legislature in budget session and with no major educational issues on the Governor's special call, it was expected no controversial legislative problems would come before the Council this year. Proposals on tenure and teacher education may be heard by the Legislative committee, however.

Association business before the Council will include the election of three directors. The terms of Jack Rees, Bay Section; Nelson Sewell, Central Coast Section; and Mary Catherine Smith, Southern Section, will expire in April. Miss Smith has been serving the unex-

## NATIONAL COMMISSION HEARS LEADERS AT FIFTH CONFERENCE

Beardsley Ruml, originator of the pay-as-you-go income tax deduction plan, and noted columnist-author Walter Lippmann were principal speakers at the Fifth Annual Dinner and Citizens Assembly on Education held March 19 and 20 in the Fairmont Hotel, San Francisco, under the auspices of the National Citizens Commission for the Public Schools.

Both speakers are members of the Commission which was formed in 1949 as a non-profit school improvement group to alert Americans to the problems of the public schools and to inspire local-level action for them.

U. S. Commissioner of Education Samuel M. Brownell was featured speaker March 19 at a luncheon session which discussed "Citizen Participation in Education."

Ruml and Lippmann presented their talks on Friday evening at the Commission's Fifth Annual Dinner. Ruml's topic was "Financing Public Relations" and Lippmann discussed "Education for Leadership."

# Teaching Today's Youth

California Congress of Parents and Teachers will publish study guide for understanding of high school curriculum.

**TEACHING Today's Youth**, an 80-page study guide, will be published this month by the California Congress of Parents and Teachers, with the California Teachers Association assisting as a working partner. The guide, produced by CTA's offset plant, will be the principal publication in a set to be used by CCPT for state-wide study groups of parents and citizens who wish to examine and appraise the curriculum in California high schools.

This year's project follows the successful use of **Reading, Writing, and Arithmetic Today**, a guide to study of the 3 Rs in the elementary schools.

## A Cooperative Program

**Teaching Today's Youth** was written in the first draft by Dr. Frank B. Lindsay, chief of the bureau of secondary education, division of instruction, State Department of Education. Copy was edited by a review board selected by the California Congress of Parents and Teachers from the sponsoring organizations: the CCPT, the State Department of Education, California Association of School Administrators, California Association of Secondary School Administrators, California School Boards Association, and California Teachers Association. The final result is a carefully considered outline and commentary on today's program of studies and experiences for youth.

Printed in an attractive two-color format, the guide is pocket-size. It is illustrated by Charles Hansen sketches and lithographed in the CTA shop. Production will be completed by the end of this month.

## Public Meetings Planned

The guide will serve as the basis for a series of planned study group meetings under the direction of local leaders and teacher consultants. These meetings will include general study and discussion, demonstrations, analyses of local practices, information on present pupils, followup of graduates, case studies of individual pupil problems, and general evaluation of the purposes and operation of the local high school program.

A leader's manual will accompany the study guide. It will contain not only directions and suggestions about the conduct of the study series, but also numerous informational aids to the local citizen or group which undertakes the series of meetings.

A glossary of curriculum terms, extracts from the Education Code, and an historical outline of high school curriculum development are included for the leader's background preparation. A kit of added reference materials will also be sent out with the leader's manual.

## Will Offset Criticism

It is earnestly hoped that the new high school study guide will carry local school patrons and teaching staff through today's "battle of the bilge." We have all seen recent titles: "The Struggle for Our Children's Minds," "And Madly Teach," "Quackery in the Public Schools," "Afraid to Teach?," "Educational Wastelands," and other magazine articles and books. With due acknowledgement of the sincere intentions of these critics to strengthen the

## CHARTERS DELIVERED

Local teacher associations recently meeting requirements for a California Teacher Association charter include:

- 373 Old River's Teachers Association, Downey, Los Angeles county.
- 374 Pasadena Education Association, Inc., Los Angeles county.
- 375 Hillsborough Teachers Association, San Mateo county.
- 376 Sierra Madre Teachers Club, Los Angeles county.
- 377 Monteville Teachers Club, San Diego county.
- 378 Saratoga Union Elementary School District Teachers Association, Santa Clara county.
- 379 Bassett Teachers Club, Puente, Los Angeles county.
- 380 Guadalupe Teachers Club, Santa Barbara county.
- 381 Sonoma County Superintendent's Staff Assn.
- 382 Central San Joaquin County Teachers Assn.

quality of instruction in the public schools, it must be supposed that the dramatic headlining of the exceptional and the excessive in educational practice cannot help but cast a shadow on the overwhelming bulk of good, solid, day-to-day teaching that exists in every state in the country. Only a cool, level-headed appraisal of school programs will separate the wheat from the disposable chaff to be blown away.

## Evidence Is Examined

Not only must the schools be examined by citizens everywhere, but the critics must also be examined in light of local evidence as to the validity of their complaint. It is anticipated that **Teaching Today's Youth** will offer a tool or instrument to make this cross-complaint accurate and powerful. It may be used with this objective in mind.

On the other hand, it may also be used by "anybody who ain't mad at nobody." There are many parent groups who simply want to make a local appraisal of what today's high school is offering their sons and daughters. Out of such a study can come an understanding of the reasons for local variations in the desired "standard curriculum," if there is any such single pattern. There can come a sympathetic knowledge of school objectives and a calm and orderly planning to implement them. Or there can come a verified audit that what is going on in the high school is what the local community and its youth need and want in the way of courses of study.

## Wide Range of Subject

The guide is presented in four major sections under the following headings: **High Schools Are Meant for Teen-Aged Youth**, **High Schools Have Courses of Study**, **High Schools Help Youth Become Good Citizens**, **High Schools Help Youth Plan Their Futures**.

Requests for the materials described above should be made to the California Congress of Parents and Teachers, 322 West 21st St., Los Angeles 7, or through district or sub-district education chairmen of PTA.

It is anticipated that many high schools will want to employ the study guides as the basis for local discussion groups next fall, and some might initiate the project before the close of the present semester.

—Dr. Kenneth R. Brown, CTA Director of Research, and Mrs. C. H. Culbertson, CCPT chairman of education.



# Time for A Change

Here's how one high school made student elections meaningful

By Sidney R. Ottman

WHEN student-body elections were reduced to superficial joke-telling campaigns, Shafter high school students realized it was time for a change.

We changed this year to a two-party system patterned after the national election procedure including gala conventions with enthusiasm generated by waving signs, brass bands, and marching demonstrations.

The whole process began in the 22 social science classes evenly divided between Whigs and Federalists so that each party had about the same number of students.

Each social science class, represented as a state, sent its delegate to a caucus meeting where the conventions were planned and party strategy outlined. Most "states" had their favorite sons and daughters to nominate at the conventions.

In each of the mass meetings, there were as many as six candidates seeking nominations for each of the four elective offices of president, vice-president, secretary, and social chairman.

Many of the aspirants were saluted with noisy demonstrations, and underclassmen quickly discovered that their votes and support were suddenly all-important. In one contest a fourth ballot was threatening until some political bartering swung the tide.

## Campaigns Warm Up

When the excitement of the conventions subsided, the campaigns readily caught fire and promises filled the air. For one week the campus was plastered with signs (most of which were made by the art classes) and party demonstrations were regular affairs in the cafeteria during the noon hour.

*Political convention, with "state" representation, features realism in selection of candidates for student offices.*

Both platforms had substantial planks to give underclassmen better representation in student government. Other issues included the establishment of a student canteen, expansion of intramural recreation facilities, and extension of student activities.

## Promises Are Given

Campaign promises covered the platforms and ranged from increasing the services of the student store to the publishing of more meaningful minutes of the executive board meetings.

During this assembly there was an opportunity for independent candidates to get into the running. Two of them did enter the race and one of them won



an office along with two Federalists and one Whig.

One period of each social science class was devoted to the explanation of the elections and to capitalize on the opportunity to relate the procedure to the national presidential campaigns.

"We are highly pleased with the first attempt at this system," said Dr. Grant W. Jensen, principal, "and we fully expect that most of the kinks, which were minor, can be ironed out by May when it is time to vote again."

### CALLING ALL TEACHERS

When I entered Room 18, I was surprised at the quiet and order. Miss Davis was writing the assignment on the blackboard. Ruth was hovering near her. Then the bell rang and we all took our places, all except Ruth. She stood in front of the class and nervously began to speak. Then she looked at the teacher.

"Miss Davis isn't well," Ruth began. "That is, she has laryngitis and can't talk. So please do the assignment in class. If you need to ask any questions, ask me."

We were subdued. Not even the usual loafers who always kill time at the pencil sharpener, bothered to make the second trip.

I heard later that all the classes were good and that Miss Davis felt she owed the school district for a day's pay, as she really didn't teach.

We were amazed that her sixth period class had cooperated so well. Everyone knows about that group. Poor Miss Davis had drawn all the hard eggs of the senior class in that one section. Betsy told me what happened.

Miss Davis asked big John to monitor. Why, he is the worst guy in school! She was whispering to him when the other goofs clumped into the room. When the bell rang, John stepped forward and roared at the kids.

"You guys are going to behave, see? Any funny business, and I'll settle you."

"Oh, yeah?" challenged his friend, Don.

"Yeah," replied the newly appointed monitor. "Now get to work on that assignment. The teacher don't feel so good."

They got to work.

—M. B. McGuire  
Ventura

## French in a Tight Package

Learning a foreign language in undistracted concentrated summer sessions has many real advantages. Here is an illustration of how a small class learned French in 120 hours.

By Vernettes Trosper Lum

THE last few years, it has not been possible to schedule a French class at Bell Gardens senior high school, because the demand has not been great enough to meet the enrollment requirement for a class in regular session. But last year we established a beginning French course during the summer term. The students received credit for a full year's work and enrolled for a six weeks' course given four hours a day five days a week.

Fifteen eager, cream-of-the-crop students, who had already studied another foreign language, enrolled in the concentrated course. They seemed to learn much more rapidly than students in regular session. They had a number of advantages. There were few in the class, so that each student had an opportunity for maximum recitation. They were not studying any other subject to distract from their mastery of this one. There were no "drags" to hold the class back.

Moreover, since it was the only class on one side of the building, it could make as much noise as it wanted. This made possible the use of devices that sometimes disturb classes during regular session, such as spell downs, vocabulary drills with flash cards, and other team games.

There was a great deal of choral work: the class repeating the reading lesson after the teacher sentence by sentence, and working out the translation as a group after reading each sentence.

The students paired off and practiced questionnaires with their conversational partner at least twice each session. This helped them develop greater facility in the use of the language than recitation in class.

As a basis for practical conversation, Holt's long-playing record *Getting Around in French* was used. The English phrase is given; the native says it in French and pauses for the students to repeat what he has said. Then the native repeats the phrase in French in order

that the students may correct any errors. For a project, each conversational team presented a skit before the class dealing with such topics as getting a room; purchasing in a market, a drug store, a clothing store, a service station; ordering a meal in a restaurant. They learned French songs, which they sang in parts and in rounds.

Students took turns giving practical commands in French from a speaker's stand in front of the class. The one obeying the command would tell what he was doing in French, and another pupil would explain what the pupil obeying the command was doing. Commands were later given in the plural. These students learned to conjugate a verb horizontally in context rather than vertically by rote.

The class completed eighty lessons in Smith and Roberts' *French Book I*. The oral-aural approach was stressed, but the translations in the *devoirs* were written in class and later compared with corrected models written on the blackboard by students and corrected by the class with the help of the teacher. Students brought French newspapers, magazines, maps, posters, and pictures to share with the class.

There were two birthdays in the group in the month of July. As soon as the first lesson on eating was completed, the class had a birthday party. The local baker tried to make a big sheet cake look as much like French pastry as possible. He did well. There was more French used at the party than the teacher expected that early in the course.

By the end of the session, both teacher and pupils were convinced that a concentrated language course where a language could be spoken four hours a day had unusual merit. The termination of the course was celebrated in a French restaurant where the class could speak French with the waitresses. From this experience, the students gained the satisfaction of knowing they could understand and be understood in the foreign language.

# Andy Saves the Day

A thoughtful puppet helped this school to learn about courtesy and safety

By Phyllis Quinn

ANDERSON School in Lawndale needed help. Last September, this school went on full day session for the first time since it was built in 1949. Since most of the children had never had the experience of eating lunch at school, they did not know what to do with themselves when they finished eating. They would run up and down the halls, climb posts, run in and out of rest rooms, run through games, etc. They ran amuck.

A group of fourth and fifth grade teachers formed a safety committee to work on the problem. After a confer-

ence a program was discussed with the children. Standards were set up by children in all the grades.

An innovation was introduced. A puppet called "Andy Anderson" was created. "Andy" became a symbol of safety. "Andy Says" became the motto of the school. Language lessons centered around his admonitions. Stories were written about things a boy like "Andy" would do.

Children made posters showing things Andy said we should do. "Andy says, 'Yes, do this,'" was printed on each poster. Sandwich signs featured the

same theme. New words were needed in spelling. Words dealing with safety and with things Andy talked about were used. Songs were made up about Andy.

The children began to realize that Andy meant business. They began to think, "Would Andy do this?"

A playground committee worked out a plan for lunch hour so that each class had a place to play and had varied activities. Thus each child had interest areas to hold his attention.

## Puppet Show Directs Interest

As a final activity, a few children from each of the upper grade classes worked out a puppet show. They made a large stage for the puppets. The show consisted of Andy and his brother Randy talking to the class representatives about the work Andy was trying to do and why. The children learned how to operate the lights and also acted as stage hands.

This puppet show, along with a film, we showed at an Assembly. The film, "Safety at Anderson," showed how Andy came to school, looked around and then talked to the children about what he saw. He helped them to think. Then it shows the proper way to act and how Andy likes to see children behave. I made the film at the school, showing children in various activities throughout the day. The children were astonished to see themselves on the screen. They had been doing these things without realizing it.

We placed emphasis on the fact that Andy was not the star of the movie. "Every child in the school is the star." The children seemed to realize that it really is more fun to do the right thing than it is to do the wrong thing.

## Enthusiastic Reception

The children found the film amusing, but while they were laughing they were thinking. Each one went home that day with wonderful tales of Andy Anderson, the boy wonder.

Because of the success of this assembly, it was presented at the next Board of Trustees meeting. Its success was reflected by a record crowd of parents at the meeting. The children had done well as press agents.

Andy did his job well. No one will forget Andy and the courtesy and safety he taught so well.



## Awarded NEA Life Membership

Robert G. Bowlus, immediate past president of the Pasadena Education Association, right, is receiving a life membership in the National Education Association from Ole Lilleland, NEA Director for California. The PEA, composed of more than 1100 teachers and administrators in Pasadena city schools, will give all future presidents a life membership in NEA.



# DISCIPLINE

## .. and Chocolate Creams

Those teachers who are "stuffed with discipline" will be delighted with this suggestion of control maintained through interest.

By Gene Darby

**D**ISCIPLINE is like chocolate creams. When the box is first passed they look delicious. Sampled, they taste good. But the more often they are passed, the worse they taste. Pretty soon the consumer is stuffed, uncomfortable, hating himself.

I am stuffed with discipline. I have read about it, talked about it, upheld it. Now that I have done all these, I am not even sure that I know what it is!

As my thirty-six children snooze, I, their bewildered teacher, sit beneath the lighted lamp and wonder how did we "keep school" today? Discipline—what is it?

Books written on the subject of discipline say tasteless things like: "Training to act in accordance with established rules," or "The habit of obedience," or worse yet, "Training through suffering."

I reject the educators and, temporarily, the chocolate creams.

As my mind wanders over the different children in my class, I discover again that there can be no given pattern for discipline. It is like the colored paper that the six-year-old cuts: bright, dull, big, little, exaggerated, minimized. Each little paper must suit a certain need.

### What's the Cause?

For the little boy who stole the lunches, discipline is cross words at first. Determination on the part of the shocked teacher, tears on the part of the crushed child. Later discipline changes. For the same child it becomes a process

of the teacher catching the child's eye. A wink. A smile. A note of reassurance. At a crucial moment in class the teacher's heart is saying, "I know you did not take the lost toy." Her eyes relay the message.

For the six-year-old who can't stay out of fights because his mother has told him to hit back, it is the knowing hand on a little shoulder as he heads out for play, "Remember, Ted. You bleed easy." Ted looks up and laughs. "Ok, teacher."

Discipline for the pretty little girl in the full skirt is a quiet talk with the teacher when the two of them can be alone. Her father suddenly lost his job. The insecurity at home has made her irritable, noisy, and restless at school.

"Tomorrow why don't you make a special effort to sit quietly and work for shorter periods of time? When you finish your work, get up and paint a picture. Or perhaps you would like to rearrange the store?"

And for the little boy who is always dirty you have learned that a straight from the shoulder command of "GO WASH" won't hurt him.

For the precocious little girl who has diamonds in her eyes and a bright little mind, discipline is teaching her how to use her time. She brings her doll to school. She plays in the store. She builds a house out of blocks. And when you find her in the principal's office using the telephone, instead of in the lavatory washing her hands, you don't snap at her with cold adult words. A

knowing twinkle in your eye and, "Elsie, will you ask Mrs. Darby next time?" is much more to the point. After all, Elsie is six. And the lady in the telephone said, "Number please," and Elsie knew the number. Besides . . . Elsie has a new telephone in her house and it was mother on the other end of the wire!

### Discipline Is Many Things

Discipline is playing soft music on a hot, windy day.

Discipline is having a bean bag throw in the room when it is too cold to play outside.

Discipline is letting them laugh.

Discipline is letting them stand at the window to watch the snow, or gather in a circle to eye a bug.

Then there is another kind of discipline. It's the same thing, only turned inside out.

It's the problem of a child in the room who talks to himself.

You call in his mother with no satisfaction. The little boy's father is dead. His mother lives a life that revolves around men. Men seem to rotate in and out of her home. The child wiggles in his desk, drops his books, breaks his pencil. He won't work. He cries. He hits John, and all the time he talks, talks, talks!

The teacher asks herself, "Would spanking help?" The obvious answer bounces back, "No."

### Control Through Interest

Instead she strengthens her rhythm program because he likes music. (Have you ever seen a teacher try to gain control by denying a child the things he loves?)

He is a bird, an airplane, a galloping horse.

This is only a small part of discipline.

If the teacher realizes that the child's problem is so big that she cannot make him stop wiggling in his desk, dropping his books, or breaking his pencils . . . If she is alert enough, and humble enough, to know that only time, and patience, and waiting will help . . . Then if she sits alone in her room and thinks calmly before she goes to school . . . If she asks Him for strength while she is waiting . . . waiting for a little boy to find himself . . . If she did this . . . would this, too, be discipline?

Please pass the chocolate creams!

# Johnny and the School Psychologist

What can be done for the problem child? Many school districts are finding that the school psychologist can help both Johnny and his teacher.

By Virgil Revie

Is there a boy or girl in your class who can't seem to follow rules? One who is always in trouble? Who's aggressive? One who can't read well, or spell, or do his number work? Or who just sits and can't take part? Every class has children like these. They are problems to the teacher, to the principal, to everyone.

Johnny is one of these. He is always in some kind of trouble. Yesterday he pushed Paul and kicked Susan. The day before that he stood up with his pencil held like a knife and shouted, "I'm going to kill myself." When his teacher tried to quiet him he grabbed a chair and threw it across the room.

What can be done for Johnny? How can he be helped? What can the teacher do? Who can help her deal with Johnny's special problem?

The school psychologist can help. He is concerned with individual problem children and ways to help them in school.

## Special Training Necessary

The school psychologist uses the tools and techniques of the clinical psychologist, but he is an educator as well. He is concerned with more than the personal problems of the pupils in school, but also with the problems of the teacher and the administrator as they deal with children in school.

That's fine, but how does that help Johnny? Let's see what a school psychologist does.

School psychologists give, in general, two kinds of service: guidance and psychological. Guidance services are those which involve the school as a whole. They are usually group functions. Psychological services are those which involve individual children and their teachers. This service is generally called case work and case work will

help Johnny. Case work is the specialization of the school psychologist.

## Psychological Services

With the school psychologist case work is as much concerned with helping the teacher help the child in the classroom as it is in helping the child individually. An important skill for the school psychologist is the translating of his findings into classroom recommendations for the teacher.

Case work includes: receiving a clearly written statement of the problem from teachers who have children in their class who are not learning, talking with the principal and the teacher to obtain the information they have about the problem, and testing and talking with the child to find reasons for his trouble. He must then talk with the teacher, giving her the results of the investigation, and talk with parents, school nurse, physician or others. He will leave a written report at the school on the day the child is tested on which is written the test results and recommendations to help the teacher deal with this problem in the classroom. His case report will summarize the findings and will be sent to the school for the teacher and administrator.

## Guidance Services

Guidance services involve many different kinds of activities. They are concerned with the relation of guidance to the curriculum and to general educational problems and objectives as well as guidance for its own sake. Some of these activities include working with teachers in workshops on guidance techniques such as testing, interviewing, observing children, and using records. He will confer with administrators and supervisors to promote guidance in the schoolwide program, hold meetings with teacher groups, conduct parent workshops at the schools, consult on

group testing problems, and hold conferences with individual teachers.

The school psychologist, then, helps Johnny by finding the reason for Johnny's problem and then helping the teacher plan and carry out a good educational program for him. No matter how severe the problem of the child is, as long as he is in the classroom some kind of an educational program must be planned for him. Planning an educational program is instruction. Instruction is a vital concern of the psychologist.

## Services to Teachers

In general, a school psychologist takes referrals from teachers concerning children who are a problem to the teacher. The child is tested, the problem studied and recommendations made to the teacher for helping this child learn. The most common problem has been the mentally retarded child. Because these children are usually placed in a special class, this placed the school psychologist within the special service division. But the procedure here is no different: the teacher (whether special class or otherwise) is helped to provide classroom experiences for this particular child.

The school psychologist then gives direct services in classroom procedure and, therefore, curricular services.

## Your Johnny

The school psychologist can work best in education when he is part of the school instructional program. He can help Johnny because he is an educational specialist who deals with the problems of the individual child. He helps Johnny and all of the other children in the class by dealing with the total school situation. Problems are his business. Do you have a Johnny? Why not talk to your school psychologist about him?

# World Confederation Attacks International Problems of Teachers

By Ralph E. Brand

THE second Assembly of Delegates to the World Confederation of Organizations of the Teaching Profession will meet in Oslo, Norway, from July 31 through August 5, 1954. From my limited experience as a delegate to the first Assembly in Oxford during the summer of 1953, I am going to be so bold as to interpret its prospects of success.

For anyone who is fortunate enough to attend as a delegate, an observer, or visitor from a teacher's organization, I can assure a week filled with memorable experiences. The conference hall adjoins the very modern university and is only ten minutes away by bus from the new downtown Hotel Viking or the rooms of the student town (SOGN). During my 1953 visit to Oslo, I encountered few restrictions, wonderful meals, several English-speaking Norwegians who had been to the States, shops filled with merchandise, a town hall and statue-filled park which was unique in Europe, and a spirit of a proud people who had refused to be crushed by the Nazis in World War II.

## Rewarding Experiences

I am sure that there will be many chances for rewarding experiences outside the meeting hall—if the second assembly does not follow any more strenuous schedule than did the first. For example, last summer there were at least ten national delegations—of the more than thirty represented—who were eating with a part of the NEA representation at Queen's College, Oxford. All of us conversed in English except the large French delegation which did not deviate from their native tongue. We were able to get an informal point of view from delegates who came from such widely separated places as Liberia, Canada, Ceylon, Norway, Estonia, and Maritius. There were such festive occasions as the Mayor of Oxford's reception, visits to Stratford-on-Avon, the Morris dancers, and Elizabethan singing.

I predict that the International Federation of European Secondary Teachers (FIPESO) and the European Primary Teachers (IFTA) will no more give up their separate identities in the Oslo Assembly than they did at Oxford. Each of the two will continue to hold their annual congresses concurrently for three days preceding the WCOTP Assembly and then send their delegates to the World Assembly. There is too distinct a European division between primary and secondary teachers for them to meet and be represented through one organization as does our National Educational Association.

## Professional Problems

The chief topic of consideration at the 1954 Assembly will be **Education for Teaching**. There will probably be more time for its discussion than there was on the 1953 topic, **Parent-Teacher Cooperation**, since some of WCOTP organizational problems, which were so time-consuming, have been eliminated. However, regardless of the discussion time spent, one will get a good cross-section viewpoint on the topic from the papers presented by national delegations. (Some countries may be represented by as many as five national delegations, each of which present their own viewpoint.)

## Disagreement Expected

It is impossible to predict the number of disagreements which will confront the Oslo sessions. All the countries represented at Oxford were outside the Russian orbit, but disagreements were numerous. (There are two worlds in the teaching profession with the "Iron Curtain" countries holding their 1953 meeting in Vienna.) It is hard to ascertain how many of these disputes were caused by a Communist influence within the ranks of the primary teachers of France, Belgium, Germany, Luxembourg, and Yugoslavia. It can be said that certain of these primary teachers were the ones who most often started disagreements from the floor of the Oxford Convention Hall and my background information was that they rep-

resented teachers' groups which were most heavily Communist-influenced.

Most of this group staged a one-day walkout from the 1953 Assembly over the presence of accredited non-voting observers from Franco-Spain. The dispute was settled when the Spanish observers went home. According to news accounts, Franco-Spain is now in a stronger position in Europe than she was last summer. If Spain asks for admission to WCOTP, I have reason to believe that she would be admitted by a vote of the majority. Would there then be a permanent walkout of several continental delegations?

I feel that there were enough amicable displays in the 1953 sessions of WCOTP to insure its continued existence. Delegations from various countries including England, Scotland, Northern Ireland, the Irish Free State, India, Ceylon, Philippine Islands, Canada, and the United States took the lead in providing a stable majority on all issues which were brought to a vote. This majority tabled many amendments to the constitution and failed to bring several controversial issues to a vote because they felt it was desirable to try to promote good will with protesting Continental members.

## NEA Shows Leadership

I am certain the NEA delegation will continue to show its leadership in international cooperation and conciliation by listening to other delegations and taking the floor of the Assembly only when major issues are being decided. Incidentally, the rules of procedure in the WCOTP are quite different from those found in the NEA Delegate Assembly. Usually only the head of a national delegation is expected to speak. Our president, William Early, made a creditable showing in the two or three times he took part in discussions of the Oxford sessions. The democracy of the NEA delegation will no doubt continue to be practiced through caucuses in which delegates have ample opportunity to express themselves. (Dr. Rex Turner as a delegate of both the California Teachers and the NEA made valuable caucus contributions last summer.) We are assured of able continuous representation on the executive committee by Mrs. Sarah C. Caldwell, who has taken a leading part in the Oxford Convention and preceding planning sessions. Dr. William G. Carr is Secretary General for the Confederation but he is able to give real guidance to the American delegation as well.



# Yards Are What You Make Them

By Edvina Cahill

School yards can be almost as hazardous as a hot-rod on a super-highway.

Raphael Weill elementary school in San Francisco solved problems of restricted yard area and swelling enrollments with ingenuity, used materials, and a minimum of money. We introduced a noon-time game program.

Our program emphasized safety, activity, identical games for boys and girls, and prompt, fast, organized distribution, collection, checking, and storing.

Four Square satisfied older children's needs for much activity in restricted spaces.

Magnetized dart games, jacks, ring toss, plastic balls which are fun but don't hurt, required the only expenditures. We met costs by a successful popcorn sale.

For primary grades, cans nailed to a heavy board were "Fill the Can" thrillers when played with paper balls. Photograph at bottom right shows the game in use.

Hobby horses constructed by the ungraded class appealed mightily to kindergarten and first graders.

A plywood clown game, cut out and painted by children, was played with student made bean bags. Notice there is no pushing in the unposed photograph below at left.

For plenty of "push" exercise, giant checker boards placed on the ground

proved to be popular. Bench size boards were also provided.

Tether ball, a paper ball tied to a long piece of cord attached to a pole sunk in a can of cement, proved to be excellent exercise and recreation.

Badminton, employing paper balls in which strikes are made by hands rather than by paddles, was constructed by connecting a stout length of cord to two poles sunk in cement.

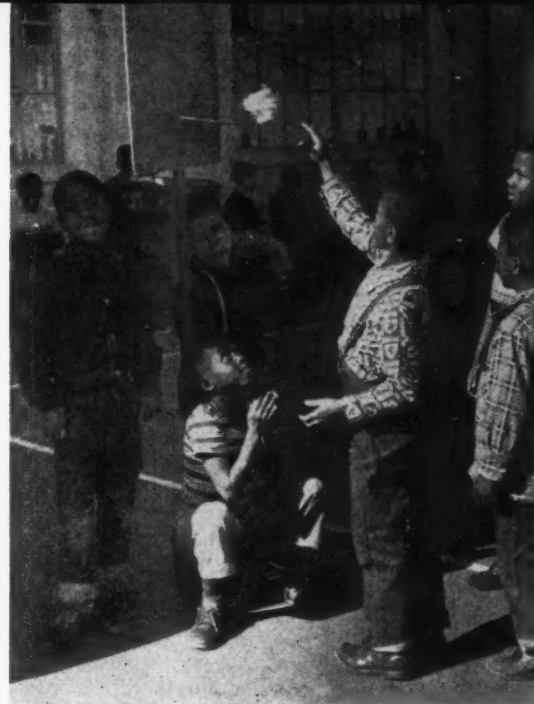
A painted auto display case, holes numbered, became a "Hit the Hole" game.

Old clothes hangers, shaped into circular forms, made fine basketball activities, junior grade. Photo at upper right shows the equipment almost worn out, still in use.

A large tin can, top and bottom removed, nailed to a pole, was another variation of this sport.

Ropes, marbles, basketball, and handball rounded out the program.

*The clown bean-bag game at left was made and painted by the children. In the background a group of older girls are playing tether ball. At right, notice the "follow through" of the potential athlete as he plays "Fill the Can." The three cans nailed to the board have been sat on but they will be "unsquashed" by the monitors when the equipment is returned to storage.*



*This junior level basketball hoop has seen better days. Originally equipped with basket and bell, the auxiliary equipment has long since worn out. Youngsters use bean-bags or improvised paper balls to practice their "shooting" skill.*

The games were not "dumped" in the yard. I introduced them in the classrooms with instructions in care and collection of our equipment.

Committees have handled the games for over two years and the program is popular as ever.

The noon program has minimized problems, made it possible for anyone to cross the yard without reviewing his accident policy benefits. The children busily playing a variety of games don't want to take time out to get into trouble.

Yes, yards are what YOU make them.



The child's resistance to learning may have its roots in home environment. This teacher believes that effective guidance, conducted by skilled counselors, should

By Jessamine Smith Herbst

## BEGIN WHILE THEY'RE YOUNG

**F**RANK simply cannot learn to read, although I know he has good intelligence. As a consequence, he is in every kind of mischief, and he has just about disrupted my entire classroom." This could be the cry of almost any despairing teacher, for there are many Franks. Frank, or his counterpart, does have a good mind, but he may be carrying within him the turmoil of an upset home situation which makes it impossible for him to apply himself to the intricacies of the printed page.

His rage toward school, home and society must be dispelled in some way, and he strikes back with the only weapon he has. All teachers are familiar with these weapons—stuttering, or some speech difficulty, erratic behavior, withdrawal from the group, sex deviations, or failure to learn.

Guidance and counseling have become accepted and integrated parts of high school programs. How can the program be carried down to the elementary level? Too many of these children with marked problems go through the formative years with emotional and educational problems which become so habitual that treatment is made exceedingly difficult, if not impossible.

### Guidance in Various Ways

The elementary schools have attempted to meet these problems in various ways. Some large systems employ a traveling guidance teacher or psychologist who goes from school to school administering intelligence tests and offering suggestions for the handling of the child. In other schools the principal attempts to handle whatever guidance is needed by talking to the parents of the child in question and in making suggestions to the classroom teacher.

The Inglewood city elementary schools inaugurated a guidance program in 1934 which has proved effective and is popular with teachers, children, and parents.

Each school is assigned a full or part-time guidance teacher depending on the total enrollment. These teachers are well-trained in testing, psychology, remedial techniques, and speech correction. When a classroom teacher has exhausted all her resources in helping a child who has difficulty in adjusting for some reason which might be emotional, behavioral, personal, academic, speech, or physical, she refers the problem to the principal. He, in turn, arranges a preconference with the guidance teacher who has been assigned to his school, the classroom teacher and himself. At this pre-conference recommendations are made.

### A Thorough Study

One of the recommendations may be that the guidance teacher make a study of the child. In Frank's case, she gives a battery of individual tests, arranges for a physical examination by a doctor, an eye and ear examination by the school nurse, and obtains a family social history from one or both of the parents. After all this information has been compiled, another conference is held. It may be concluded that Frank would benefit by entering a special class where he would be given remedial work in the field in which he is retarded.

These classes are conducted by the guidance teacher and meet for several sessions each week. They are small, seldom averaging more than eight pupils. It is a credit to the program that teachers, children, and parents usually are co-operative and eager to receive its benefits.

Thus, a boy with Frank's difficulties, were he in the Inglewood schools, would have all possible sources for his problem explored. An attempt would be made by the school to correct certain conditions which might affect him, and in any event, he would have the advantage of individual help in the remedial classes.

The Inglewood plan represents a progressive step in the field of elementary guidance, but an accusing finger might be pointed at several weak spots.

### Recognize Environment

Since it has become an accepted fact that many of children's maladjustments stem from sources in the home, it would appear that the plan side-steps the psychological implications underlying the child's problem. While few guidance teachers possess the experience or training that would qualify them as therapists, it still remains their duty to recognize these implications and to take some step toward a remedy.

Beyond her duties as a procurer of information and a remedial teacher, the guidance teacher then may serve in several other capacities. First, she may serve as a liaison between home and school in order to educate the parents to better know their children and the causes for maladjustment. This educating process, while it may not actually solve the problem at hand, serves the purpose of strengthening the bond between home and school which ultimately is beneficial to the child.

Second, the guidance teacher should have at her finger-tips the names of various clinics and agencies where the more serious marital or psychological problems can be treated. After she has gained the confidence of the parent, referrals for professional treatment often can be made.

Third, the guidance teacher can serve as a counselor in those cases where she is qualified to help. This counseling may take place in several interviews with the parent or in group meetings with several parents who have similar problems.

Should the guidance teacher decide to expand her program, it is imperative that she familiarize herself with the techniques of psychotherapy and interviewing. A mere willingness to help is not sufficient, for poorly conducted in-



# An Effective Bicycle Safety Campaign

By Ronald Weaver

BRENTWOOD School in East Palo Alto is situated so that about three-fourths of the children attending have to cross a through street heavily traveled in the morning. Bicycle traffic to school averages 150 per day. The PTA felt that there was a need for a good safety program. Safety in general was to be stressed in a campaign, emphasizing bicycle safety.

During the summer, the PTA Safety Chairman and the vice-principal investigated possible sources of materials and started formulating plans. Throughout the summer, conferences were held. The bicycle safety campaign was included in the Brentwood PTA annual program. It was decided before the school term began to divide the program into four phases: (1) classroom instruction, (2) movies on safety, (3) bicycle safety inspection, and (4) bicycle rodeo.

## Instruction in Classrooms

Bicycle safety materials from various sources, school safety rules, and common everyday home safety rules were adapted to the various grade levels. During the first week of the campaign, approximately 45 minutes of classroom

instruction were devoted to safety, with special emphasis on bicycles.

The methods of presentation varied with the teacher and the abilities and needs of her class. Instruction was handled as a reading lesson, a writing and penmanship lesson, as a health and safety lesson, as a classroom discussion, or as combinations.

The majority of the children received the safety program with enthusiasm.

## Film Is Shown

In the second week of the program two bike safety films were shown to all students from the second through the sixth grades. "On Two Wheels," an 18-minute movie by General Motors, and "You and Your Bicycle," an 11-minute film by the National Safety Council, not only made the viewers bike safety conscious, but also provided a wealth of materials for classroom discussion and written reports.

## Bicycles Are Checked

In the third phase of the program, a safety check of the bicycles at school was made at the request of the PTA. This check was made with the help of the PTA safety chairman, a Highway patrol officer, a member of the San Mateo county superintendent's staff, and the principal and the vice-principal.

Approximately 250 bikes were inspected, with a rejection rate of 15 per cent. The children whose bikes passed the inspection were given a "Safe Cyclist Award" decal which was furnished by the office of the county superintendent of schools. Red Scotchlite tape was attached to the rear fenders of all bikes that did not have reflectors. Children were called out, a class at a time, and the whole inspection ran only an hour and a half.

The safety decal was so highly prized by the children that twenty-six bike owners made repairs on their bikes in order to win the coveted decal. Only those whose bikes passed the safety check were allowed to enter the Bicycle Rodeo which was held the following week.

## Rodeo Is Big Event

The rodeo consisted of two events. The first was an obstacle test of ability to control the bike in difficult maneuvers. The second was a test of ability to balance a bicycle at slow speeds.

Prizes were awarded to the first and second place winners in each grade level and also to the most skillful boy and girl. The prizes were bicycle accessories furnished by the PTA.

All who witnessed the safety campaign have felt that it is a worthwhile addition to any school's program. The parents and the PTA are unanimous in their praise. The San Mateo county superintendent's office and the district's curriculum department asked for copies of the materials used. The teachers and the children feel that a great deal was learned by the experience.

Our program was only a beginning. The children of our school became safety conscious, but we all feel that maximum achievement can only be obtained by repeated short concentrated and interesting doses each year. Toward this end, we are already planning for next year.

Perhaps the greatest single success of the Bike Safety Program was the increased home-school relations that resulted from the campaign. Not only did parents become aware of the bike program, but they also became more aware of the school. Teachers received many visits from parents who were eager to assist with children's problems. Attendance at PTA meetings increased. Public relations were excellent. This small bit of community sponsored curriculum grew into a great deal more than the bike safety program which it started out to be.

interviews may alienate the parent and increase the difficulty of the child. A safer approach is to begin cautiously with cases which promise success.

To aid guidance teachers who wish to increase the effectiveness of their efforts, a school system should profit by an in-service training program in which various methods of approach could be studied and the results discussed and evaluated. If the various schools within a system operate independently of each other, each would develop a course of action differing so widely from the others that the original plans are lost. In-service training in methods of interviewing, recording, speech correction, and remedial reading are suggested. The training program should serve two purposes—to unite the system in a common understanding of the policies and procedures behind the guidance program and to

increase the efficiency of each teacher in the field.

A third step which might increase the effectiveness of the guidance program is the periodic evaluation of the results of the remedial teaching.

The foregoing suggestions apply to those schools already conducting a guidance program, but there still remains the problem of schools that are making little or no attempt to meet the needs of children with problems. An alternative is for these schools to train their classroom teachers in guidance techniques beginning with parent-teacher conferences and remedial techniques. When these schools can count the returns on their efforts, it is to be hoped that it will lead to the inauguration of more far-reaching methods. Colleges and universities will, when the demand is present, enlarge guidance courses to include the lower levels of education.



## They Examine With Clear Eyes

**S**CHOOL had been open but a few weeks when the teachers at Madison School, Riverside, became aware that a large number of mothers and fathers were visiting school, asking questions, offering suggestions, and expressing desires for their children.

Many came with the expressed purpose of visiting the classroom to talk with teachers. Many more just dropped in to leave a child's jacket, his over-shoes, his lunch, or his snack money, and, since they were there, they incidentally remained to call attention to some special needs of their children or to offer special help.

### Parents Need Help

So numerous were the questions and suggestions that the faculty of Madison School desired to do something toward assisting parents to understand the school's program. They called the curriculum office of the city schools and solicited the help of the central office staff.

They embarked upon what they chose to call a "team study" of their school. Members of the team included all the teachers of the school, selected members of the central staff, and leaders in the Parent-Teachers Association of the school.

They decided that the first step in the study would be for each teacher to keep a record of visits from parents, indicating detailed factual information concerning each visit. How long did the parent stay? What questions did he or she ask? What suggestions did the parent make? What information regarding the child was volunteered?

They held several meetings to discuss the rapidly accumulating reports of parent contacts with the school. Generalizations concerning school activities or generalizations concerning children, their needs and interests, could not supply the answers. Parents were eager

to get down to cases and to talk about their particular children.

### Specific Aid Needed

The teachers, therefore, decided to gather as much specific information as possible as quickly as possible and to use these data as a basis for a series of group meetings with parents and as a basis for individual parent-teacher conferences.

To this end, the school psychologist and director of testing, the school nurse, the school dentist, the speech therapist, supervisors, teachers, and the principal set about gathering data concerning individual children in Madison School. They administered mental maturity tests. They gave reading readiness and reading achievement tests. They weighed and measured children and checked vision and hearing. They used a modified form of the Vineland Social Maturity Scale. They constructed sociograms and conducted short time-studies. They kept anecdotal records of children's behavior and listed special talents and abilities.

The team met frequently to go over findings with representatives of the central office. They tried to identify implications of the findings for the instructional program and to determine means of interpreting these findings to parents.

They compared data from the mental maturity tests with results of achievement tests. Where individual scores deviated markedly from expectancies or from other clues gained from observation of the child's performance, the school psychologist administered individual tests. They constructed and studied charts showing the range and distribution within each class and for the total school population upon each item measured.

### Parents Informed

Parents were kept informed about what the teachers were doing. One

meeting was devoted to the mental maturity tests and how they helped the school in meeting the needs of children. Parents received copies of the tests used and learned about the range and distribution of mental maturity represented within each class and within the entire school. They saw charts showing physical maturity, academic achievement, and social maturity.

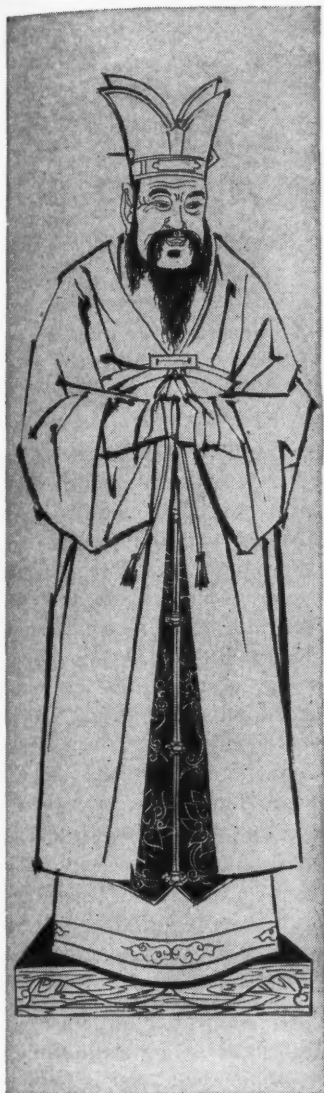
When teachers met in individual conferences with parents, they could talk in specific terms. When they selected materials for classroom use, they made choices with specific individual needs in mind; and when they requested special services from the city school system, they could back up their requests with specific information.

The teachers at Madison School made no claims to discovering new truths concerning the nature of children and their basic needs. They did not think of themselves as "researchers." They were interested only in learning about their students in order that they could teach them more effectively and in order that parents could understand the details of their instructional program.

What they did is being done by "teams" in schools throughout California. Each group approaches its problem in the way that appears best suited to the specific situation. Some such studies are more comprehensive than others, but each has the common characteristic of a group of professional people making a systematic approach toward the solution of a significant problem.

### Other Studies

The Santa Barbara County Schools recently reported a comprehensive study of special needs of children in all elementary schools under its direction. The purposes of the study were "to



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obtain factual information for the guidance department as to the extent and nature of special needs of elementary children of the county."

The city of Los Angeles and the county of Sacramento have made similar studies. Undoubtedly, the list could be greatly lengthened.

Professional researchers have been engaged in detailed research into the nature of learning and the characteristics of growth and development for the past fifty years. Their findings form the springboard for such action studies as those referred to here.

#### A Critical Examination

With the accumulation of a vast amount of research into the nature and needs of children, it is no accident that professional people in education are looking critically at their own programs. It is essential that they bring their practices into harmony with the best that is known concerning the way children learn and grow. They seek to identify the implications of basic research to specific teaching situations.

#### CESAA Study Under Way

One of the most comprehensive studies currently being conducted in California is the CESAA Cooperative Study of Elementary Education. Operating under a grant from the Rosenberg Foundation, this Association is making a detailed study of the structure and organization of elementary schools in California.

Six major areas of elementary education are under careful study. Area I is significantly titled "A Study of the Basic Needs of Elementary School Children."

Teachers throughout the state will have an opportunity to furnish specific information concerning each child in their classes. Facts will be sought concerning mental abilities, emotional and social characteristics, and physical and academic characteristics of each child. To furnish the data, teachers will have to consult school records, seek the council of administrators, and sometimes secure data from special service personnel. These facts will give a complete and accurate picture of the children now in attendance in public elementary schools in California. These data can serve as the basis for determining the details of the kinds and amounts of services needed to do an adequate educational job in the schools of this state.

## Reorganization of school districts results in reduction of 75 a year in California

# Growth Through Unification

**By Roy E. Simpson**

Superintendent of Public Instruction

**P**ERSONS engaged in the education profession in California, together with those in many other states, are today concerned with the fundamental problem of administrative organization. Since school administration and the organization within which schools operate has such extensive influence on the whole educative process, it is important that the problem of such organization receive the attention of all educators regardless of their respective roles.

Until 1935 the efforts to accomplish the needed improvements consisted of permissive legislation enabling the formation of union or joint union elementary or high school districts. The first legislative enactment for the formation of unified districts occurred in 1935. This law made the creation of unified districts automatic whenever the boundaries of an elementary district and a high school district became coterminous.

#### Commission Formed

In 1945 the California Commission on School Districts was created. This body was empowered to set up regional commissions and local committees to study school district organization, make recommendations as to changes and to have elections held to effect the recommendations. The Commission functioned until October 1, 1949 at which time the State Board of Education succeeded to the responsibilities which the Commission had.

The present structure within which the program of district organization operates consists of the State Board of Education and the County Committee on School District Organization. The members of these committees are selected by representatives from each of the governing boards of the school districts of the county.

Recent studies and reports consistently concluded that certain changes were needed if California pupils were to

receive the maximum education for the energy and finances expended. The nature of the needed changes has been described as two-fold: (1) The educational program for all children in a given area from kindergarten through twelfth grade should be placed under the direction of the same governing board and administrative organization. (2) The administrative unit should be sufficiently large that it can efficiently and economically provide the educational program and services that are needed by the children within the area.

Seventeen recently organized unified school districts reported changes which had been effected. Among the changes reported were:

1. Reduction in the number of one-teacher schools. The continued operation of some such schools is evidence of the recognition of the necessity of making education easily available for children in remote areas. The consolidations which took place enabled teachers to work with a smaller number of grades per classroom and made possible a significantly improved educational program.

2. Many of the pupils in 7th and 8th grades were placed in schools designed to more nearly satisfy their particular needs. Junior high schools consisting of either grades 7 and 8, or grades 7, 8, and 9 were established, or when the number of pupils involved was small, six-year secondary schools were set up.

3. The districts as a group were able, even in a declining supply of trained teachers, to increase the general training level of the teachers employed. This was good evidence the working conditions and attractiveness of positions had improved to the point where the position of such districts in the teacher market was improved. In many cases the changes resulted in districts of sufficient size to require tenure for teach-



ers who were continued in employment.

4. Salary schedules were adopted by the time of reporting by all but one of the new districts. Of the 106 former districts only 15 or 14.2 per cent were using salary schedules for their employees.

5. Curricular offerings were expanded and improved. For elementary pupils the changes resulted in adding, in most cases, instrumental and vocal music, remedial work, particularly in reading, arts and crafts, industrial arts, kindergarten, and, on occasion, a school managed recreation program. On the secondary level the most frequent changes involved the provision of shop work, arts and crafts, mechanical drawing, homemaking, music, typing, and science for the seventh and eighth grades. Changes were not so frequent on the senior high level. Courses added by one or more of the seventeen new districts included library instruction, crafts, homemaking for boys, business machine operation, typing, agriculture, remedial English, general remedial instruction, and various types of shops. As might be expected the greatest change occurred in those cases where small schools had been involved.

6. Other improvements in the instructional program were reported to be a more satisfactory organization of the whole instruction and curriculum program, better coordination and continuity between the education programs at elementary and secondary levels, more effective supervision of instruction, and more cooperation between levels in the handling of pupil problems.

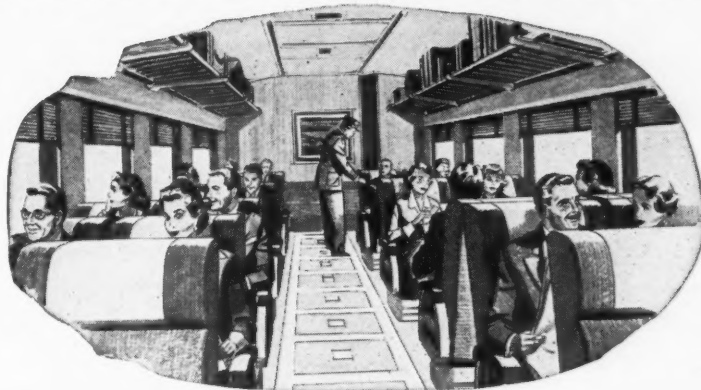
7. Improved administrative operation including better business procedures, reorganization of building maintenance and operation, improved transportation of pupils, better personnel management, and the institution and improvement of lunch and cafeteria programs.

It is evident that the changes made have far reaching results which: (1) make it possible to provide a better quality of education to the children of the state, (2) make it possible to improve the working conditions in which the members of our profession operate, and (3) make it possible to simplify and make more efficient the general management of our schools.

#### Result Is Fewer Districts

In 1920 there were 3,792 operating school districts in California. The num-

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ber has progressively decreased since that time to the 1,971 districts which are operating in 1953-54.

In the last eight years there has been an average annual reduction of 75 in the number of operating districts. This reduction has resulted chiefly from the formation of unified school districts or the formation or enlargement of elementary unions.

#### ASCD Yearbook on Environment

The physical environment for school learning begins for the child as he climbs down off the bus, or leaves his mother's car at the curb in front of the school house, or catches the first glimpse of the building as he walks toward it in the morning.

This observation is made in a 308-page yearbook released this month by the Association for Supervision and Curriculum Development (ASCD), a department of the National Education Association. The study, which has been in preparation over a three-year period, is entitled "Creating a Good Environment for Learning."

While the publication emphasizes that the learning environment is a product of many forces, one chapter of the yearbook is devoted to the importance of physical resources in the learning environment.

The 19 members of the 1954 ASCD Yearbook Committee included 12 Californians. Robert S. Gilchrist, assistant superintendent of Pasadena schools, was chairman.

#### W. EARL ARMSTRONG SPEAKS IN CALIFORNIA

Dr. W. Earl Armstrong became executive director of the newly created National Council for Accreditation of Teacher Education on April 1, taking leave of absence as chief of the Division of Teacher Education of the U.S. Office of Education. He will give the opening address at the CCTE conference in Santa Barbara.

Concluding meetings at which Dr. Armstrong spoke as a federal employee were in CTA offices in San Francisco and Los Angeles. On March 30 and 31 he met teacher educators and Association leaders to discuss teacher education problems under auspices of the CTA Commission on Teacher Education and Professional Standards.

# State Chamber Report Praises School Finance

**PROPOSITION 2**, the public school finance proposal sponsored by California Teachers Association and passed at the general election in November 1952 had the desired effect predicted by CTA, according to a recent study of school finance by the California State Chamber of Commerce.

There has been a drop in the rate of increase in property taxes for schools and the constitutional amendment caused a reversal of the trend of state and property owners' share in current costs, the report said. It pointed out that this year the state would bear \$167 and that property taxes would bear \$165 per pupil in average daily attendance. Last year when state support had increased to \$147, the state bore \$138 and property owners \$173 of the current costs.

Although school attendance increased eight per cent in 1953-54, the increase in property tax levies is an estimated eleven million dollars, 3.1 per cent over the preceding year, as compared with increases between \$30 and \$41 million every year since 1945.

## Problems Remain

Arthur Corey, CTA executive secretary, commented "The report recognizes other problems that are not yet solved. It points out that because attendance of the preceding year is used in apportionment of state funds, 'the State is paying average daily attendance which is some eight per cent less than actual attendance.' For all districts which are growing rapidly, the report states, this method of determining apportionment is a critical problem."

Governor Goodwin Knight commented after studying the Chamber's report, "It is most gratifying to note that the pressures for ever-mounting tax rates on home owners and other property taxpayers have been eased. The Chamber's survey confirms the position of the California Teachers Association that Proposition 2 would restore the traditional balance between state

and local school financing and relieve the home owner of carrying a disproportionate share of the load."

## Study to Continue

The report concluded, "The problem

of public school finance is not solved and more intensive study is needed. The study will be continued by the Chamber's tax department, which plans a series of reports on public school expenditure and revenue requirements."

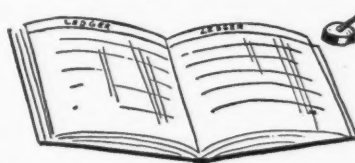


## More Trips for School Children

Ohio Schools journal thinks this subject of sufficient interest to devote over 3 pages to it in an article by W. L. Lansdown, Principal, Dayton's Garfield School. Pointers, below, for school trips for ages 12-16 are based on this article.

Trip supervision extends from writing unit of study on trip until pupils are returned to parents. Those in charge are principal; homeroom teacher; English and Social Science teacher; physician; nurse; a mother; an active PTA member; a wife or husband or relative of one in charge.

**Homeroom teachers** must be the pivot of group. Thru them about half of cost should be raised. For rest, devise a money-making plan. Sale of salvage material was core of Garfield's plan. Popcorn and school lunch sales, shows, dances, etc.—other sources. Garfield raised \$400 for Detroit trip; \$800 for Smokies.



Keep strict accounts with a page for each child.

**Gain interest** by a talk about travel to distant places. Review successful trips by other schools. Show motion pictures of area (from railroads, buslines, etc.). When pupils are orientated and eager, put 1 to 2 or 3 places to vote, based on educational value, economy, distance. Detailed finance and value statement to pupils and parents are a necessity.

**Insurance coverage** is a must. Also physician's OK for each child. Extreme behavior problems—not for trips.

**Preparatory study of** 1 Road maps 2 History of area 3 Noted people 4 Factors affecting social culture 5 Natural resources 6 Climate, etc.

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## Many Opportunities Beckon For Travel This Summer

**I**N addition to the many summer tours and special sessions described in "An Invitation to Travel" in March CTA Journal, California teachers will be interested in offerings omitted last month due to limited space.

**S.T.O.P. Tours** (Student Travel Overseas Programs) of Berkeley was the first firm offering a summer adventure cruise to Japan in cooperation with the summer session (6 units) of the San Francisco State College. This year the Orient cruise will be offered for the fifth time. "Operation Amigos," a summer session at University of Mexico, is being offered by this firm for the sixth year.

### Tour Europe by Car

A tour of Europe in new American Fords is a STOP feature which has attracted wide attention. A special tour for young women teachers has been arranged to University of Hawaii summer session. The firm has also announced its sixth annual Easter Air Cruise to Mexico and an Easter Week tour to Hawaii. Information folders on the post-session study tour to Hawaii (August 7-30) as well as ten other tour features for teachers are available from STOP.

The tours combine the freedom of traveling by private automobile with the advantages of an escorted tour in matters of baggage and reservations. An experienced leader (such as the Rev. Andrew Juvinal, pastor of San Bruno Methodist church) accompanies each group. Although cars rendezvous each night at prearranged destinations, each group may choose its route for the day and stop (hence "STOP" tours) when and where it wishes for photographing or sight-seeing. A 68 day European STOP tour to be conducted by Dr. Stanley L. Sharp of San Mateo junior college will cost \$1295.

### Art Workshops

The Idyllwild Arts Foundation will offer college classes in the arts, crafts, dance, drama, music, and conservation education. In a wide range of program including children, high school, and adult vacationers, the Foundation has developed workshops of unusual merit

at its attractive camp in the San Jacinto mountains. Address: Idyllwild, Calif.

Beginning the week following NEA convention in New York, eight short-term work conferences will be held at Teachers College, Columbia University. Lasting from one to six weeks, the conferences will cover language arts, social education, curriculum leadership, elementary education, and other subjects. See NEA News for March 5 for description of a dozen other summer school opportunities in New York following the NEA convention.

### Science Conference

Future Scientists of America Foundation of the National Science Teachers Association, through the cooperation of the Crown Zellerbach Foundation, has arranged with Oregon State College to hold a two week conference August 13-27. California science teachers will be interested in the 32 fellowships of \$200 each available to teachers selected to participate.

### Nature School

West Coast Nature School is an outdoor field program sponsored jointly by San Jose and Long Beach state colleges. Intended for orientation in nature study, it offers two to six quarter units of upper division college credit, with no term papers or examinations. The schedule includes: June 20-26, Lassen National Park; June 27-July 3, Yosemite National Park; July 4-10, Asilomar. For further information write West Coast Nature School, San Jose State College.

### Chapman Tours

Dr. Kurt Bergel, director of Chapman College Tours, announces that he will conduct his fourth 60 day tour through Europe. Tour price of \$1197 includes air transportation, hotels, meals, and other costs. Associate conductor will be Dr. Alice R. Bergel, instructor in modern languages in East Los Angeles junior college.

### Math Teachers to Meet

California Conference for Teachers of Mathematics will hold its fourth annual meeting on the Los Angeles campus of the University of California July 6-16. The Conference is sponsored

by the University in cooperation with the California Mathematics Council. General sessions will include a variety of lectures, panel discussions, and campus tours.

#### Student Tours

Council on Student Travel announces its 8th annual ship program which provides one-class Atlantic passage at \$140 to \$180 one way. Details from CST, 179 Broadway, New York 7.

#### New Edition of Education Code

The 1953 edition of the Education Code has recently been issued. This volume, the thickest ever to appear, has gained 106 pages since 1951 and now has a total of 1165 pages. Many in the educational field will recall ten years ago when the volume consisted of 613 pages, but back in 1929 there were only 386.

One of the new laws put into effect last year sets up a commission to revise the Education Code and to submit recommendations to the Legislature by January of 1955. Perhaps by such revision the volume may again be slim.

The Code is published by the Printing Division of the State Department of Finance. This current edition of the Code gives the laws and sections as they were in effect on and after September 9, 1953, the latest effective date of statutes enacted by the 1953 regular session of the State Legislature. This edition, therefore, supersedes all previous editions of the Education Code.

—from *Passing Marks*, San Bernardino city schools

#### Construction Plans Cleared

Plans for school construction during 1952-53, estimated to cost \$194,554,715, were recently cleared through the State's school plan review agencies. According to a recent report of the state superintendent of public instruction, this total was broken down as: elementary schools, \$97,665,292; high schools, \$87,557,664; junior colleges, \$9,331,759.

The superintendent's summary also included the note that the special purpose apportionment of \$14,105,204, added to the principal apportionment of \$327,864,991 totals \$341,970,195 as the state contribution for the support of the public school system. The remainder of the state school fund, \$25,103,241 will be apportioned for growth to elementary schools receiving state equalization aid.

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# Freedoms Foundation Cites 28 California Schools

CALIFORNIA schools again distinguished themselves by winning principal awards in the annual Freedoms Foundation program. Listed by the 1953 awards jury were five elementary and junior high schools, four high schools, and one school district. In addition Freedom Library awards went to six elementary and junior high schools and six high schools. Honor medal awards were won by six California schools.

Freedoms Foundation at Valley Forge, Pennsylvania, was organized five years ago as a non-profit corporation "to create and build an understanding of the spirit and philosophy of the Constitution and Bill of Rights and of our indivisible political and economic freedoms inherent in them." Announcement of the national citations were made by a distinguished awards jury on Washington's birthday.

California Teachers Association, in

cooperation with Wheelwright Lithograph Co., won a second place general award for distribution of the booklet, **Heritage of Freedom**, which assembles in beautiful color and text the symbols of this country's founding.

Public Schools Week committee in California won top award in this classification for originating 34 years ago a movement to center widespread citizen interest in the schools.

Dr. C. C. Trillingham, Los Angeles county superintendent of schools, won an honor medal for monographs on observation of U. S. Constitution Week and recognition of the Bill of Rights.

Principal school award winners will receive an all-expense "Valley Forge Pilgrimage" for one student and one teacher in May. They will receive a Valley Forge Library and a George Washington Honor Medal.

## Sunol School Honored

One California school, Sunol Elementary of San Jose, was distinguished by winning top award in each of the four Freedoms Foundation annual programs. Hereafter pilgrimage awards will be made to any awarded school in only two of any five non-consecutive years.

Other California schools listed included: Buri Buri Elementary school, South San Francisco; Eastmont junior high school, Montebello; Roosevelt junior high school, Compton; Russell school, Hayward; Eagle Rock high school, Los Angeles; Gardena high school, Gardena; Lincoln high school, San Jose; and Lynwood high school, Lynwood.

The special school honored was San Jose unified school district adult school.

## Library Awards

Freedom Library awards went to Lincoln junior high, Santa Monica; Merrill school, Corning; Pasteur junior high, Los Angeles; Polytechnic junior high, Pasadena; Roosevelt junior high, San Diego; Willowbrook junior high, Compton; Covina high, Covina; Girls' Collegiate, Claremont; Glendale high, Glendale; Orange high, Orange. Sweetwater high, National City; Van Nuys high, Van Nuys; Horne Street school, Ocean-side; Memorial junior high, San Diego; Whaley junior high, Compton; Lincoln junior-senior high, San Diego; Los Angeles high, Los Angeles; Los Angeles Trade-Technical junior college, Los Angeles.



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The individuals, organizations, and schools listed by the Freedoms Foundation were selected from more than 100,000 nominations made by the general public. Cash awards ranging from \$50 to \$1000 were intended that the recipients may find new ways of developing new programs which further a better understanding of the American system.

#### Many Citations Given

The school awards went to 70 schools over the country, Freedom libraries were won by 40, and 73 won the George Washington honor medal.

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The national awards, in addition to school citations, were given for general category, community programs, cartoons, editorials, photographs, sermons, advertising campaigns, publications, articles, radio and television programs, and motion pictures. High school editorials, college campus programs, and letters from armed forces personnel also were recognized. Californians were represented in every classification.

#### Convention of AAHPER to Be in New York

A symposium on athletics in education will be one of the highlights of the biennial national convention of the American Association for Health, Physical Education and Recreation, (AAHPER) scheduled to be held in New York City, April 19-23. Convention theme is "The Challenge of Values."

Those participating in the symposium are: Howard A. Rusk, M.D., chairman, Department of Physical Medicine and Rehabilitation, New York University, College of Medicine; Charles C. Wilson, M.D., professor of education and public health, Yale University, and F. C. Rosecrance, associate dean of education, New York University. Harry Scott, Teachers College, Columbia University, will serve as chairman.

The biennial meeting is expected to attract some 4,500 members as well as 1,000 student members from colleges and universities across the nation. Special convention sessions have been planned for student members.

Other features of the meeting include a workshop in elementary school physical education; a dance section workshop on teaching methods, and demonstrations in girls' and women's volleyball, lacrosse, and golf. The convention program includes 70 scheduled meetings. AAHPER is a department of the National Education Association.

**TO ASSURE DELIVERY** of each issue of the CTA JOURNAL, readers are requested to notify CTA of change of address without delay.

May edition (next month) will be the last of the school year. The next will be September edition, which will be in the mails on September 5. If you change address during the summer (4000 teachers did last year) please notify CTA Membership, 693 Sutter St., San Francisco 2, by August 10.

#### Want to Go Abroad?

U. S. Navy has some teaching positions open in the Philippine and Marianas Islands. Salaries range from \$4205 to \$5060 per annum, plus 20 per cent territorial differential. Applicants should submit Standard Form 57 Application for Federal Employment (obtainable at any post office) to the Navy Overseas Employment office, 45 Hyde St., San Francisco 2.

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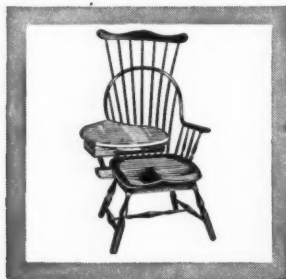
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For Bulletin Write to Dean of Summer Session

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## School Building Bond Issue to Be On Ballot

AS the budget and special sessions of the State Legislature neared adjournment, approval appeared certain on a proposed \$120,000,000 state bond issue to continue the public school building program.

Senator Nelson Dilworth of Riverside county proposed a \$100,000,000 issue in SCA 3. Another measure calling for \$250,000,000 was proposed by Assemblyman Donald D. Doyle of Contra Costa county, believing that the amount in the senate constitutional amendment was inadequate to meet the need for a two-year period. It appeared probable, however, that the Dilworth measure would clear both houses after amendment.

### State College Help

Assemblyman Wallace Henderson of Fresno authored ACA 3 for a \$200,000,000 state bond issue for state college construction, the first measure of this kind for institutions of higher learning that has ever been introduced in the Legislature.

Finance Director John Pierce told the State Allocations Board that building costs had dropped 10 to 15 per cent in the last two months. These estimates may effect future construction plans for overcrowded school districts.

### Retirement Studied

A study of the State Teacher Retirement System as compared with the system of the state employees will probably be authorized for the CSTRS. An actuarial evaluation to cost \$15,000 has been recommended for inclusion in the budget. The State Council of Education proposed the study last December after extensive study by the CTA Retirement committee.

Twenty-two measures effecting education were introduced in the two houses of the Legislature but most of them were routine and non-controversial.

### PERSONNEL CHANGE

Mrs. Marie Seymour, advertising manager of CTA Journal for the past year, resigned March 15 to give full time to her home. She was succeeded by Miss Vivian Toewe, former secretary to the president of Harr Wagner Publishing Co. of San Francisco.

# FILMS to Aid Your Teaching

By H. B. Patton

**MEETING IN SESSION.** Film: 20 Min., black and white, **Human Relations in Group Process**, free: Association Films, 351 Turk St., San Francisco.

Have you ever wondered why one committee was effective and accomplished miracles while another adjourned without getting anywhere?

This film shows how a group of seven nurses, by a difference in attitudes and skills, change a meeting that accomplished nothing into one where the problems were attacked efficiently. While nurses are used to illustrate effective ways to carry on a meeting, the attitudes and skills used are the same as would be found in a group of teachers, students or business men.

**WATER: FOUNTAIN OF LIFE.** Film: 10 Min., color, **Elementary Science**, free: Public Relations Dept., Standard Oil Co., 225 Bush St., San Francisco.

The water cycle is shown in a clear and elementary manner, beginning with the ocean, then showing clouds, rain and snow, and finally the return of the water to the ocean. The whole cycle is dramatically portrayed through the use of some of the most picturesque California scenery. A story that is simply told and interestingly retold in such a way that it can be understood even by elementary students.

**THE AMERICAN ROAD.** Film: 40 Min., black and white and color, **Transportation**, junior and senior high school, free: Ford Motor Company, 1500 So. 26th St., Richmond.

This film depicts the development of the American Way of Life since Henry Ford built his first quadricycle. The history of the Ford is portrayed through the use of cuts of films preserved through the years, which makes them authentic and definitely entertaining. No better birds' eye view of the last half century could be found. It also shows the development of the assembly line. The American Road is a film showing the change of customs, improvement of roads, and the fusing of country and city.

**WHEELS ACROSS AUSTRALIA.** Film: 30 Min., color, **Natural Science and Social Studies**, free: Ideal Pictures, 4242 Piedmont Ave., Oakland, or 2408 W. Seventh St., Los Angeles 5.

A naturalist's journey through a naturalist's paradise is shown as the Armond Denises make a trip from the south coast of Australia across the desert and out on the northern coast.

The first half concerns inland bird life.

After the trip across the desert, the party visit the aborigines. (Subjects are unclothed, so the teacher and class should be prepared). It is well photographed in color with frequent touches of humor.

**WHAT MAKES US TICK.** Film: 14 Min., color, **Business and Investments**, free: Modern Talking Pictures, 6117 Grove St., Oakland 9, or 1963 So. Vermont, Los Angeles 7.

The story of common stock is clearly portrayed through cartoons. A home owner, represented by John Q. Public, living a life of ease and luxury with his time payment home and car, finds he has some money to invest. So he decides he should first know about common stock. As an example, he takes the "Oil Drum Manufacturing Co." Having more business than it can handle, it decides to float some common stock. The various steps are shown. In another expansion, the company becomes a member of the N. Y. Stock Exchange. It ends with a word of warning about poor stock. It is clearly and simply enough shown to be understood by high school students.

**FARMS AND TOWNS OF SLOVAKIA.** Film: 20 Min., black and white, **Social Studies**, price: \$100 (Earth and Its People Series), United World Films, 6610 Melrose Ave., Los Angeles 38.

Life in one of the small villages of an eastern province of Czechoslovakia in the Tatra Mountains is intimately portrayed, through Joseph, his brother, sisters, and parents.

The contrasts between the simple life of the past and the encroachments of modern living are well shown through the use of electricity, the modern highways, and bus transportation to school. Through it all remains the charm and simplicity of peasant life of past years.

**NORTHWEST: U. S. A.** Film: 30 Min., black and white, **Social Studies**, price: \$100 (Earth and Its People Series), United World Films, 6610 Melrose Ave., Los Angeles 38.

The Pacific Northwest—land of fishing, grain, apples and electricity—is even more noted for its lumber industry. Here, two boys belonging to a club interested in the conservation of natural resources, make a trip with a ranger to a lumber camp. They see demonstrated the various conservation methods employed at present by the lumber companies in cooperation with the government. Following this, the work of felling trees and making them into lumber is shown.

## PreViews

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**This is your preview time!**

In coming weeks the EBF Preview Library serving you has been alerted to meet your seasonal budget needs. This means prompt action for you on preview prints of all recent EBFilms. We suggest that you contact your local EBF representative or regional preview office and complete your final recommendations for film purchase before school closes.

\* \* \* Many honors are being accorded recent EBF films and filmstrips. A 1953 Freedoms Foundation honor medal was announced February 22nd for **Baltimore Plan**. In that month also one of the Academy Award nominations went to the **Living City**—A great film on urban rehabilitation. We are also proud of the Scholastic Teacher annual award for **American Revolution, Insects and Baltimore Plan**. The EBF color filmstrip series **Pre-historic Life** also won Scholastic Teacher honors.

\* \* \* **Current EBF Sound Film Releases**

A significant new EBFilm contribution to the physical sciences at junior and senior high school level is **Scientific Method**, a color film which explains the elements of the scientific method of problem solving and features one of the most dramatic stories of modern science—the discovery of penicillin by Sir Alexander Fleming. . . **Helicopter**, is the newest addition to the authoritative EBF aeronautics series (for general science classes—1½ reels, color) . . . April brings two new EBF social studies films: **Look to the Land** (2 reels, in color) and **Man and His Culture** (1½ reels, black and white). Guidance classes will welcome **Learning to Study** (senior high school level) and **Are Manners Important** (primary and middle grades). Be sure to preview these new releases!

\* \* \* If your school does not purchase films, please write your nearest EBF film rental library and book these new releases now for next fall.

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**BETTER READING.** Film: 12 Min., black and white, High School Reading, price: \$50, Encyclopaedia Britannica Films, Inc., 5625 Hollywood Blvd., Hollywood 28.

High school student Harold Wilson is pictured as spending so much time on school work that he has no time for outside activities. At the reading clinic it is found that his reading rate and vocabulary are far below his general ability. He enters upon a three-fold program; learning to read rapidly, improving his vocabulary, and understanding what he reads. Various techniques used in this process are presented. This film stresses the need for the individual to read well.

**COURTESY FOR BEGINNERS.** Film: 10 min., black and white or color, primary, Etiquette, price: \$55 black and white, \$110 color, Coronet Films, Craig Movie Supply, 149 New Montgomery St., San Francisco.

The teacher here has the help of good procedure in the classroom in matters of every day courtesy.

First comes the matter of introductions—in school, among friends, and at home. The three magic words, please, excuse me, and thank you—are presented and illustrated. Rules for taking turns while talking and listening are shown. The film is full of ideas for projects in the classroom.

**GRANT WOOD—1892-1942.** Film: 20 Min., black and white, Art, price: \$125, Pictura Films, 487 Park Ave., New York 22, N. Y.

Trudging from place to place in his native Iowa, Artist Grant Wood developed a strong love for the people and land. His pictures of the countryside belong to the impressionistic school. His portraits exemplify the people of the country, with only a step between them and his satires. The film not only shows many of his paintings, but explains them as well.

### NEW AUDIO-VISUAL FEATURE MAKES JOURNAL DEBUT

H. Barret Patton, author of the column above, is director of audio-visual services of Santa Clara County Schools. This is the first California-produced feature on this subject to be published in CTA Journal, although a feature entitled "Look, Hear, Now," written by Mrs. Dorothea Pellett of Topeka, Kansas, has appeared for several years.

Mr. Patton will write about those films, filmstrips, and slides which he has personally examined and tested. He will describe in this monthly department some of the free films which are readily available from industrial firms in California. He will also select those commercial products which have proven useful educationally and which are appropriate to the average school budget. Subject matter will change regularly, but

each feature will be balanced for area and grade-level covered.

Readers who care to comment on this department or offer suggestions which might be included are invited to write the Journal or direct to Mr. Patton at Office of County Superintendent of Schools, 2320 Moorpark Ave., San Jose.

#### SPECIAL POSTAL RATE FOR EDUCATIONAL FILM

Persons using the mails may send sixteen-millimeter films, filmstrips and similar educational materials at the rate of four cents for the first pound or fraction thereof and one cent for each additional pound. Each parcel mailed at this rate must be clearly endorsed by the sender as follows: "SEC. 34.83 (E) P. L. & R."

#### COIN COLLECTIONS

The California State Numismatic Association is holding its 14th semi-annual convention at the Bellevue Hotel, Geary and Taylor Streets, San Francisco, April 22-25. Teachers who are in the city at that time are invited to inspect exhibits of coins dating back to the time of Christ.



Comment and criticism prepared under the supervision of Dr. George E. Arnstein, assistant professor of education, California College of Arts and Crafts, Oakland.

A RECENT innovation makes it possible for teachers and others interested in education from a professional point of view to purchase many books at less than the usual retail price. Generally speaking, members of the Educators Book Club are entitled to discounts of almost 30 per cent. In brief, membership entitles subscribers to an advance description of the monthly selection, the privilege of returning, within ten days, any of the selections, and a reduction in price for those books actually purchased. Unlike many other book clubs, the EBC does not require its members to buy any minimum num-

ber of books; membership may be terminated at any time.

In its original form the EBC was not particularly attractive because it was affiliated with a major publishing house and drew its monthly selections to a disproportionate extent from this one publishing company. Charles A. Jones, director of EBC, has since remedied this practice; he has stated that Prentice-Hall was cooperative in getting the club started but that the club has now grown to 12,000 members and is able to stand on its own feet. Upon request and without obligation, interested readers will be sent further information from the Educators Book Club, 70 Fifth Avenue, New York 11, New York.

Briefly, some reference should be made to *Measurement and Evaluation in the Secondary School* by Harry A. Greene, Albert N. Jorgensen and J. Raymond Gerberich (Longmans, Green; \$5). In view of the descriptive nature of the title, little needs to be said about the contents, but the publishers are guilty of a bit of confusion: In small print on the copyright page, they state that this is a Second Edition; the earliest copyright is for 1954; finally, the au-



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thors refer to "previous editions of this book. . . ."

The same publishers didn't have similar difficulties with a book by R. Murray Thomas, a Stanford alumnus who now teaches at Brockport (N.Y.) Teachers College. **Judging Student Progress** (\$4.50) deals primarily with tests—their selection, application and administration—for use in elementary classrooms.

With the help of several associates, Gordon N. MacKenzie and Stephen M. Corey have written **Instructional Leadership** (Bureau of Publications, Teachers College, Columbia; \$3.25), an account of a pioneering study undertaken by two consultants from the Horace Mann-Lincoln Institute of School Experimentation of Teachers College in cooperation with teachers in the Denver public schools. Among their interesting findings are these: Every member of a group potentially is a leader; training for leadership probably should be "an integral part of in-service education"; active training in leadership is possible even if only part of the hierarchy is involved, but it is important that everybody support the program. The authors, it should be added, are concerned not only with teachers and administrators, but also included school office personnel in their study.

Lee O. Garber of the University of Pennsylvania has just published **The Yearbook of School Law 1954** (3812 Walnut Street, Philadelphia 4; \$2.75). This paper-bound book of 119 pages is a worthy successor to Professor Garber's earlier Yearbooks. It includes summaries dealing with loyalty oaths and the California Levering act. Added features are an annotated bibliography of recent studies in school law and "What the Courts Say About School Board Meetings."

In an obvious attempt to increase the use (and sales) of **The World Book Encyclopedia** (Educational Division, Field Enterprises, Chicago 54), the publishers have produced a series of graded unit teaching plans, designed for classroom use. For example, one of these is for the United Nations (sixth grade); another one deals with the Post Office (fourth grade). Each item costs ten cents and there are no quantity discounts.

Edited by Arnold H. Trotter and Marian Harmann, the 20th annual edition of **Doctoral Dissertations Accepted by American Universities 1952-1953** has

now been published (H. W. Wilson Co.; \$6). Separated under seven major headings there are 8604 entries, accessible through a subject index. The large number of entries reflects a tremendous increase over 1944 when 2117 dissertations were listed.

Another Wilson publication should be of interest to audio visual directors and librarians: **Filmstrip Guide**, revised third edition. Cost is \$5 plus another \$5 for the supplemental service to keep the volume up-to-date for three more years. A special combination offer brings the price down to \$8.50.

Lee Cronbach, of the University of Illinois, has just written a new book on **Educational Psychology** (Harcourt, Brace, \$7.50). This volume of 628 pages is meant for teachers and parents although it looks pretty much like a textbook. In fact, the publishers have issued a text edition of Dr. Cronbach's book at \$5.50. The same thing happened last year when the same publishers brought out **Child Development** by William E. Martin and Celia Burns Stendler (trade edition \$6.50; text only \$4.75). It should be noted that these two books provide a thorough, up-to-date review for teachers interested in educational psychology and child growth and development.

Just to confuse things a bit, there is another new textbook, also entitled **Educational Psychology** (Macmillan; \$4.75), written by Glenn Blair, R. Stewart Jones and Ray H. Simpson, all from the University of Illinois. In this volume of 601 pages the authors combine discussions of child growth with theories of learning and social adjustment. For this reason the book may be more nearly parallel to course in psychological foundations of education. Of late, the trend has been to include several aspects of psychology into one foundation course; the book by the



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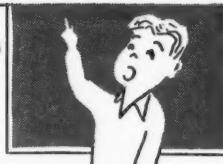
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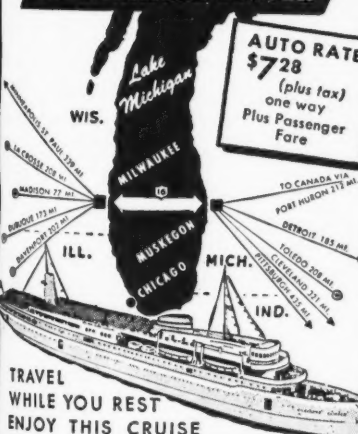
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three Illinois professors seems to reflect that trend.

Using the descriptive title, *Each One Teach One* (Longmans, Green; \$3), Marjorie Medary has written a biography of Frank Laubach, the man who has done so much to spread literacy in many areas of the world, mostly by using simplified methods and by asking his successful students to pass their newly acquired skill on to some other illiterate. The author is modest in stating that her book "follows no pattern and probably cannot be classified. It is part biography, part social history, and part a career book." Above all, it is inspirational, written with simplicity and good will to the point where it may be more suitable for students than for teachers.

*So This Is College* (McGraw-Hill; \$3.75), by Paul H. Landis of Washington State College, is written specifically for those about to enter college; it should be in every high school library. Dr. Landis combines sociological and psychological observations, based on his experience as a teacher as well as a great number of autobiographies written by his students. He makes clear that many students feel lonely when they first come to college, that many adjustments are necessary but that the college graduate enjoys greater prestige and earning power. (This last observation is based largely on *They Went To College* (Harcourt, Brace; 1952; \$4) by Ernest Havemann and Patricia West, another volume which should be recommended for all counselors). Dr. Landis' book sometimes tackles a bit too much; he includes such things as sibling rivalry and parenthood. But above all he is forthright, including the warning not to expect good teaching in college because professors are chosen for their knowledge rather than for their teaching ability.

**SCHOOL ATHLETICS.** Educational Policies Commission. Washington: NEA and AASA; 116 pp.; \$1.

On the basis of earlier reports of the Educational Policies Commission, it seems safe to claim that they are important and influential. This year's report, dealing with the problems and policies of school athletics, promises to be no exception, and some of the conclusions and recommendations of the report are being reproduced here, not as a substitute for the book which should be read in some detail, but to indicate the findings of an influential body in American public education:



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"In short, a school's program in athletics should in all respects be kept in sound proportion to the total school program."

**THE STORY OF CALIFORNIA'S CONSTITUTION AND LAWS.** By Anne B. Fisher. Palo Alto: Pacific Books. 144 p.; \$2.50.

It is encouraging to find an increasing number of textbooks being written which actually consider the reader as well as the text. In *The Story of California's Constitution and Laws*, Anne Fisher has treated what has often been considered a dull subject, especially by young students, with a light hand. Here is a book intended for junior high school students which they can read, and read with interest. It will also interest the teacher to know that the book

may be used to help meet the state requirement on the teaching of state history and government in the junior high school.

The book opens with "Gold in California!" gives the essential story behind the Constitutions of 1849 and 1879, deals with some of the major problems encountered along the way, introduces a few interesting characters to liven up the story, and leaves the reader painlessly one hundred years later with a brief, but adequate description of California state government and a few words on the obligations of citizenship. The distinguishing characteristics in all of this is the use of intelligent selection, and the way the student is carried along chronologically without having chronology become an end in itself.

The format of the book is good. It is compact, bound in a bright yellow cover, and clearly printed. The pen and ink illustrations are good enough to make one wish there were a few more. A "Things to Do" section for each chapter consists of activities, which, for the most part, are more appealing to children than the tired afterthoughts found in too many books.

This, then, is an easy book to recommend, for as one student put it: "It's got facts in it, but it's not like most books with facts. It's more like a story."

—Gordon L. McAndrew  
Elmhurst Jr. High, Oakland

IT TAKES TIME is the title of the "Autobiography of the Teaching Profession" which was erroneously omitted from the review written by Myrtle Gustafson on page 46 of the March Journal. The CTA Journal acknowledges the error with apologies to its readers and the author.

**YOU AND YOUR STUDENT TEACHER,** Ernest J. Milner, Bureau of Publications, Teachers College, Columbia University, New York, 1954, 42 pp, 75c each.

Student teaching programs depend in large part on the expertness of those classroom teachers who accept student teachers. This key figure in teacher-education programs deserves increasing attention.

Dr. Milner's brief statement presents sound advice to supervising teachers. He urges knowing the background of the student teacher and suggests how to find it. He offers practical suggestions on readying the class for student teacher's coming and for helping the new instructor get acquainted with the school. Introducing the student teacher to his first taste of teaching is an important step. Dr. Milner suggests procedures for planning, conferring and evaluating.

This publication should be of assistance particularly to teachers new to the role of supervising teacher.

Charles Hamilton

## Bay Section Plans Good Teaching Conference

"Good Teaching Uses Research" is the theme of the first annual Good Teaching Conference to be held Saturday, April 24, at the new campus of San Francisco State College.

Bay Section CTA, the Department of Classroom Teachers, and Department of Education of San Francisco State College are cosponsors of the conference. Child growth and development, interpersonal relations, and the instructional program will be discussed in group studies and by speakers.

Leaders will include Mrs. Etienne E. Simon, Dr. Fred T. Wilhelms, Dr. George V. Sheviakov, Arthur F. Corey, and Miss Helen Heffernan. Chairman of the conference committee will be Roy Norman, president of Bay Section.

## Camp for Blind Needs Help

Enchanted Hills, a permanent camp in Napa county for physically fit blind and partially blind, will employ qualified teachers as camp counselors for the summer months.

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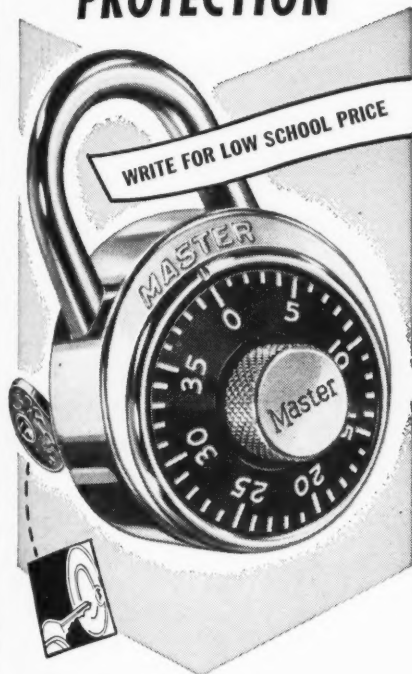
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Two articles this month concern guidance and the function of the school psychologist. Jessamine Smith Herbst believes that a scientific use of guidance principles should begin at elementary levels. Mrs. Herbst, a resident of Los Angeles, draws from her experience with the Inglewood city elementary schools.

Virgil Revie is school psychologist in the office of county superintendent of schools in Alameda county. He briefly describes some of the functions he and his brother psychologists must perform.

Discipline and how to control it is a favorite subject of many faculty luncheon sessions. Gene Darby throws a gentle light on this subject in her article likening discipline to an overdose of chocolate creams. Mrs. Darby is a primary teacher at Shasta.

Safety of children is a concern of every teacher. We have two articles this month which offer good suggestions. Phyllis Quinn's little feature about Andy and the good example he set might offer an idea to teachers who would like to exercise their skills in dramatization and photography. Miss Quinn writes us from Hollywood. Ronald J. Weaver, who writes of his bicycle safety program in Ravenswood school district in San Mateo county, is now principal of the Benner intermediate school in Sunnyvale.

A small but impressive example of how we teach the American historical heritage is brought to us by Paul T. McCalib, whose wife directed the sixth grade presentation he describes on page 5.

Emmett C. Thompson, coordinator of graduate programs at Sacramento state college, had written an exhaustive introduction to a comprehensive study of basic child needs. He mentions in his article on page 20 that six major areas of study of elementary education are now under way. We expect to publish a summary of goals for these important studies.

Imagination and ingenuity are not confined to teachers in one-room rural schools. Edvina Cahill, assistant principal at Raphael Weill school in San Francisco, describes how her staff im-

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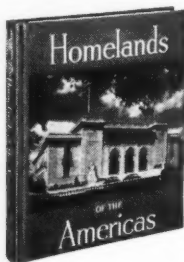
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provided equipment and techniques to make full use of restricted play areas in a city schoolyard. "We have an enrollment of over 900 children but discipline problems have disappeared and accidents are rare," she writes.

Ralph E. Brand, who predicts an important WCOTP conference this summer, is first principal of the new Mountain View elementary school of Riverside.

We know that national political conventions get a little loud and undignified—but we also know they accomplish a serious purpose. Bringing realism into high school student-body elections combines a necessary function of self-government with a worm's-eye-view of practical politics. Sidney R. Ottman describes what he witnessed at Shafter high school.

Lee D. Fridell, before he started teaching in Richmond, was a YMCA secretary. He contributed the personality sketch on page 8, meanwhile completing his writing chores on "The Story of Richmond," a social studies text which will be off the presses this summer. We think the moral implication in his story of "Lige and My Dad" is appropriate in these times.

Not that it would be possible to teach all language as Vernetta Lurn suggests on page 12, but the Armed Forces discovered the effectiveness of time compression in this field and the speed-up might well be more widely practiced in California's secondary schools.

## SABBATICAL LEAVE POLICY

Sabbatical leave of absence is a privilege accorded to qualified certificated employees and is provided for in Education Code Sections 13671-13679 as "a leave of absence of not to exceed one year for the purpose of permitting study or travel by the employee which will benefit the schools and pupils of the district."

This is the opening paragraph of a policy statement written in March by the governing board of Monterey Public Schools. The statement includes qualifications necessary, leave requirements, return to service, extent and distribution, applications, compensation while on leave, and effect of leave on salary increments and retirement.

Glen T. Goodwill, superintendent of schools, P.O. Box 1031, Monterey, will be able to provide copies of the policy statement to interested presidents of local teacher associations.

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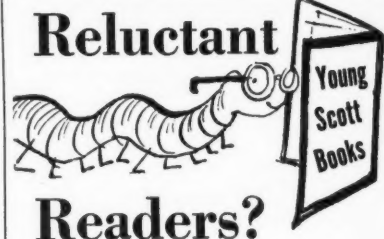
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I RECENTLY wrote a friend that I was usually suspicious, sometimes contemptuous of the person who knew all the answers. Men of perception know that there are many shades of gray between black and white. No educator worthy of his great responsibility can confine theory and practice to a narrow set of extremes. Truth he should seek but truth is elusive.

Arthur Corey, in his *Journal* editorial last month, listed three axioms supporting the effectiveness of the group process through individual contribution. He said group judgment is superior to individual judgments, the group is more likely to accept good suggestions than to reject them, and the group does not err as readily as individuals do.

Carrying this philosophy into the manifold problems of our growing association, our executive secretary suggested a weekend staff conference "to have a good look at the future." In late November the CTA Board of Directors met for two days with a half-hundred employees of the staff. First, groups divided by department or function considered the problem of their fields, later summarizing reports to the general assembly. From these reports, the group listed those problems which appeared most significant.

Eight problems remained. Eight groups reconvened without reference to major interest and went into exhaustive discussion. The reports of these groups demonstrated intelligent thinking and improved understanding of relationships and responsibilities.

Although immediate action was not required, the problems were not forgotten. In a series of Wednesday morning staff meetings, the issues were re-examined individually as group leaders led exhaustive discussions. From January 13 to March 10, these questions were reviewed:

¶ Other professions have found it necessary to seek legal recognition for various aspects of their organized program.

*If we are to continue our growth, we must find many answers to problems of organization and service*

What are some of the possibilities which may emerge in this area for the teaching profession in California?

¶ How may we reach more potential leaders and train them in specific fields as consultants in their locales, thus relieving some of the load from Field Service?

¶ What special services should be provided for our membership and how should they be financed?

¶ What can and should be the Association's relationship with the personnel of higher education and how can we achieve it?

¶ How may we improve coordination with and among affiliates of the Association?

¶ How may we improve communication within the organized profession?

¶ What shall be the relationship of CTA to problems of curriculum, method, and in-service training?

¶ What direction and emphasis should be given to the state-wide activities of CTA in the field of public relations?

These questions are neither original nor revolutionary, nor does their examination imply immediate execution. The group holds them up to the light, turns them, adds something here and trims something there. Although preliminary study produced eight questions, there is no magic in that number.

When a group studies a problem, determines its value, its strength, and its expediency, it may give to the problem the power of reference and recommendation. Democratic procedures, often cumbersome, have the advantage of winning converts and adherents up to the point of final approval and adoption.

California Teachers Association in recent years has won a reputation for getting things done on behalf of the teaching profession. It has repeatedly led the nation in welfare legislation. Now, having secured a place of leadership in salaries, retirement, leave privileges,

and working conditions, it must look to broader areas of service.

Looking ahead ten years—or twenty years—we must ask ourselves what responsibilities the teaching profession must assume. To confine our interests to safe areas and to be blind to our weaknesses is to deny the validity of thoughtful criticism of modern education. Such criticism, often ultra-conservative and often irresponsible, cannot be met with stubborn resistance alone. A headlong charge, positive, convincing, and unselfish will silence the critics before they speak.

Your staff, employed to execute your wishes, has spent some time studying "Where do we go from here?" It is significant that the major questions produced in this preliminary appraisal were directed toward improved effectiveness in widening areas of service.

One of them, for instance, raises the issue of whether the profession, as represented by the Association, should interest itself in curriculum. What students study—and how—is a major concern of educators. That the public is becoming concerned is evidenced by the series of articles in *Collier's* written by Howard Whitman under the title "The Struggle for Our Children's Minds." The March 19 number compares those schools which emphasize fundamental basic studies with those who "are afraid to teach" and offer a wide variety of hobby snap courses. The first article in the series drew a storm of protest from educational journals—and this one will too.

Much as we object to a reporter who selects isolated examples to "prove" a predetermined point of view, we agree on the quotation from Robert M. Hutchins: "To destroy the Western tradition of independent thought it is not necessary to burn the books. All we have to do is to leave them unread for a couple of generations."

To avoid downgrading in public opinion, we must think about our relationship and influence with those who shape curricula. And we have numerous other problems requiring leadership and continuing study, problems which we can solve if we assume our responsibilities together.



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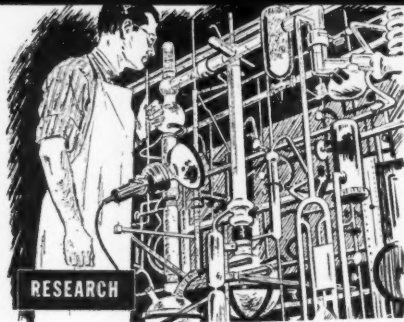
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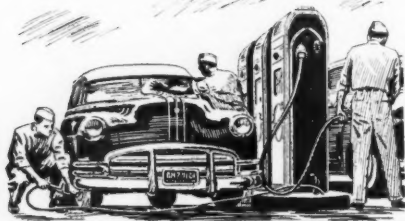
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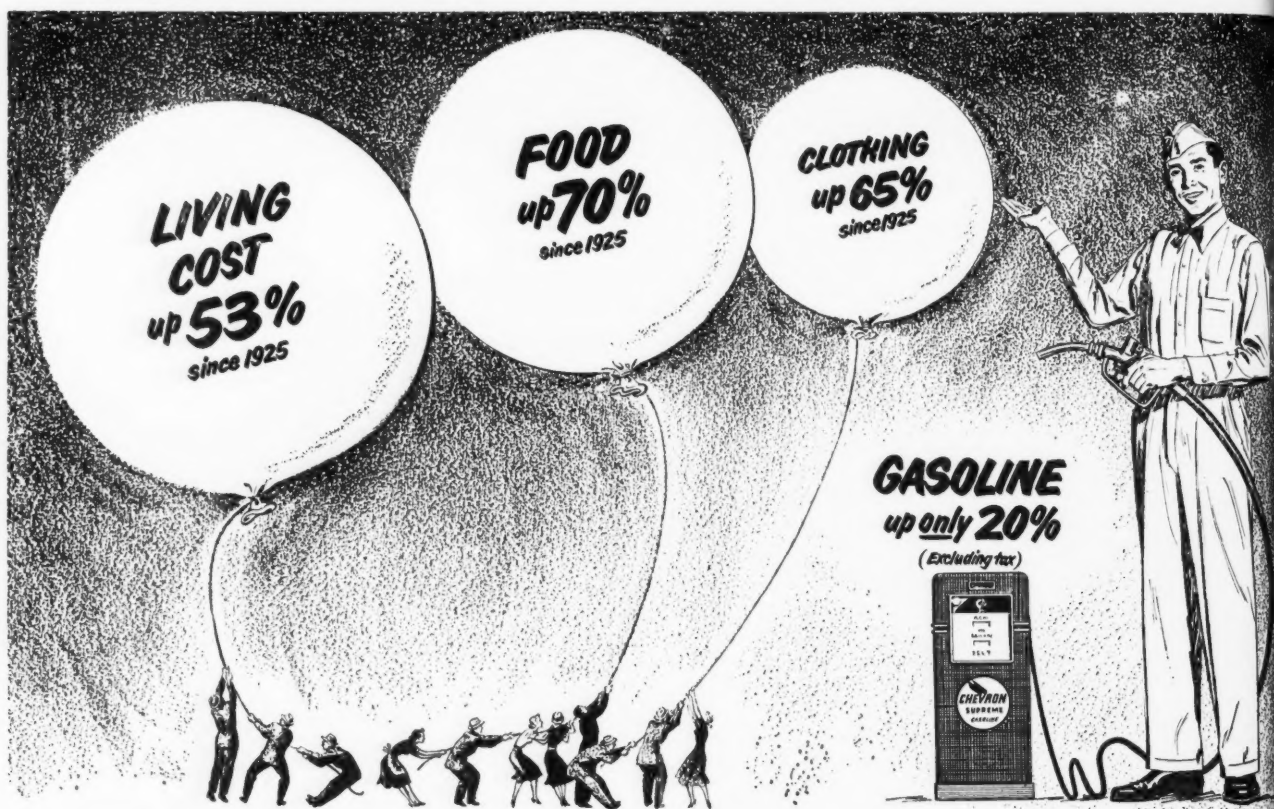


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